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ABSTRACT

The STARS (Secondary Training for Alaskan Rural Students) materials resulted from extensive rewriting of the Vocational Adult Secondary Training (VAST) materials produced by the British Columbia Department of Education, after those materials had been used with the 9th and 10th grades on Kodiak Island. Revision was done by teachers who had been using the materials and by an experienced Alaskan curriculum materials consultant, and was done specifically for rural Alaskan students. The "Communications" guide provides materials for both the teacher and the student, but is to be used primarily by the student. The 11 units are comprised of 1 unit specifically on reading skills (parts of a book, reference skills, using the library, and reading maps, charts, and diagrams) and 10 units on vocabulary and spelling. The units on vocabulary and spelling cover parts of speech, punctuation, various kinds of writing exercises, oral communication, and personal business communications. Nine units conclude with a reading assignment and the final unit concludes with a short story writing assignment. Answer keys are supplied for the exercises. Illustrations are done with Alaskan motifs and unit exercises are based on Alaskan situations. (BRR)

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STARS

(SECONDARY TRAINING FOR ALASKAN RURAL STUDENTS)

COMMUNICATIONS

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AUTHORS:

ELAINE GRIFFIN

KATHLEEN OPEL

CONSULTANT:

LUCILLE FREY

PROJECT MANAGEMENT:

MIKE JOHNSON

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AUGUST, 1977

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

PUBLISHED AND PRINTED WITH BLOCK FUNDS MADE AVAILABLE BY THE ALASKA STATE DEPARTMENT OF EDUCATION.

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FOREWORD

In 1975, the Kodiak Island Brough School District purchased and used the VOCATIONAL ADULT SECONDARY TRAINING (VAST) materials from the British Columbia Department of Education. In 1976, these materials were also used with the 9th and 10th grade students on Kodiak Island. An extensive evaluation of the materials was done which concluded that certain parts and sections of these materials needed revision to fit rural Alaskan students. Therefore, a team of writers was put together to rewrite these materials into the form in this book.

The writing team consisted of teachers who had been using the materials and an experienced Alaskan curriculum materials consultant. The team worked for over two weeks and revised the materials extensively. However, they concluded that this 1977 copy should be re-evaluated during the 1977-78 school year and revised again in the summer of 1978. Therefore this copy is labeled DRAFT COPY.

Considerations & Recommendations

1) These materials have been rewritten and revised specifically for rural Alaskan students.

2) This is a DRAFT COPY which will be revised again 1978.

3) These materials were written for 9th and 10th grade students, but can be used with other groups where appropriate.

4) Teachers should note that these materials:

(a) Require individualization and accompanying scheduling, classroom organization, and teaching style considerations;

(b) Require a student to take more responsibility for his/her own education and care must be taken to train teachers and students how to use them;

(c) Have been used with 8th grade students, but only about 50% have developed the maturity to work with them consistantly and effectively;

(d) Are designed so that the average 9th grader should usually complete 1/2 of the materials in one year, and 10th graders all of the materials (except for Science, which is a shorter unit);

(e) Have errors, faults, and imperfections, but are the best method the rural Alaskan teachers who have used them, feel there is available.

5) More complete information on these materials and the program designed and implemented to use them is available from the Kodiak Island Borough School District. (See 'Acknowledgements')

ACKNOWLEDGEMENTS

This book contains a great deal of the material developed in the *VOCATIONAL ADULT SECONDARY TRAINING (VAST)* materials distributed by the British Columbia Department of Education. Without the hard work of the British Columbia teachers who put the VAST materials together and Karl Osmers' assistance, the *STARS* materials would not have been possible. We would like to thank the British Columbia Department of Education for graciously letting us use their materials in our writing of *STARS*.

We would also like to thank the Alaska State Department of Education for providing us with the assistance and financial resources we needed to implement our *SMALL RURAL SCHOOLS PROJECT* and produce these materials.

This book would really not have been possible though, without the help of some of the finest teachers in Alaska who spent so many hours writing this material:

AUTHORS:

COMMUNICATIONS:	ELAINE GRIFFIN KATHLEEN OPEL
MATH:	NED GRIFFIN ROBERT OSTROM
SCIENCE:	GARY SHEPPARD BILL COSTELLO
OVERALL CONSULTANT:	LUCILLE FREY

I truly appreciate the opportunity to have worked with such a fine group of dedicated, creative, and knowledgeable professionals. Additionally, the secretaries and layout artist, Virginia Jerrems, also proved invaluable.

Finally, another group of people who really deserves acknowledgement as well:

The Kodiak Island School Board, the Administration, and in particular, Superintendent Robert C. Greene. Without their planning, assistance, direction, knowledge, and support, none of this would have been possible from the very beginning.

Sincerely,

MIKE JOHNSON
Rural Schools Project Coordinator

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ANSWER KEY

NOTE TO THE INSTRUCTOR :

This book is designed to provide the individual student with a course in language arts. However, there are many suggested points for teacher intervention. You are encouraged to supplement this book with class work. For example, the writing topics can be supplemented with class discussion and reading activities which exemplify the type of writing being done.

--Before your students begin working in this book, they should review the format of the STARS book, as well as those of the other books being used (particularly English 2200).

--Unit 1 is designed to allow a flexible entry into the STARS work. Topic A provides for students who have not attained a reading level sufficient to work in the following STARS units. Teacher judgement will determine when a student can move beyond Unit 1 Topic A.

--Units 2 through 11 follow a standard format. They all include the following:

1. a spelling-vocabulary topic
2. one or more grammar, punctuation, or usage topics
3. a writing topic
4. a reading topic

--The spelling-vocabulary topic follows the same format throughout. However, it should be introduced thoroughly by the instructor as a class exercise in Unit 2, as it has several complex steps.

--Special attention should be paid when correcting the writing topics to ensure that the student has correctly used the grammar, punctuation, or usage skills taught in that unit and all previous units, e.g. when correcting the news story in Unit 3, watch for complete sentences as opposed to fragments or run-ons.

--The reading topics allow a choice of several different materials. The instructor should advise each student as to what is most appropriate for the individual. The assignment of text can be changed as the instructor sees fit.

--Encourage the students to work at a steady rate. An average of one unit every month and a half will allow completion of the book in two years.

--Objectives which can be tested are on the summary page at the end of each unit. Note that some of the reading and writing topics are not covered in the unit tests. Reading in Thrust and Focus should be tested by the Check Tests found in the teacher's manual. All writing exercises should be marked by instructor and included in the grade for the unit.

-- Atlthough most of the work is to be prepared and corrected by the student, there are some units for which the instructor should prepare ahead of time. A unit by unit checklist follows.

Unit 1, Topic A	Diagnostic Reading Test Administered and hand-scored. Prepare answer booklets for Barnell Loft specific skills series for those students who will need them.
Unit 1, Topic C	Dictionary Studies duplicating masters.
Units 2-11, Topic A	Scintillating Synonyms Worksheet blanks (See sample in STARS text.)
Units 2-11, Topic F	Check Tests for Thrust and Focus from teacher's manuals.
Unit 5, Topic D	Tourist Department addresses in The Catalog of Free Things or an almanac. Have business size envelopes available for writing letters.
Unit 9, Topic D	Class time for speeches
Unit 10, Topic B	Copies of forms from Troubleshooter: Book 7, mail order catalogs and order blanks
Unit 10, Topic D	Newspaper "Help Wanted" ads

--Make answer keys available to students so they can check their own works. Answers to the exercises contained in the STARS book can be found in the colored pages at the end of the book.

NOTE TO THE STUDENT :

This book will help you teach yourself the equivalent of two years of high school communications skills. Sometimes the work you do will be in this book. At other times you will be directed to use other books.

--Each unit has five or six topics. Each topic is indicated by a letter and should be done in order.

--Every topic has assigned work. Do all the reading in the STARS book. All exercises for you to write and put in your notebook have a # sign.

--All communications work should be kept in a notebook. Each page in the notebook should follow the format shown below.

(1) C3B #2
Name
Date
(2) Book, page

(1) C indicates the subject Communications.
3 indicates the unit.
B indicates the topic.
#2 indicates the written exercise.

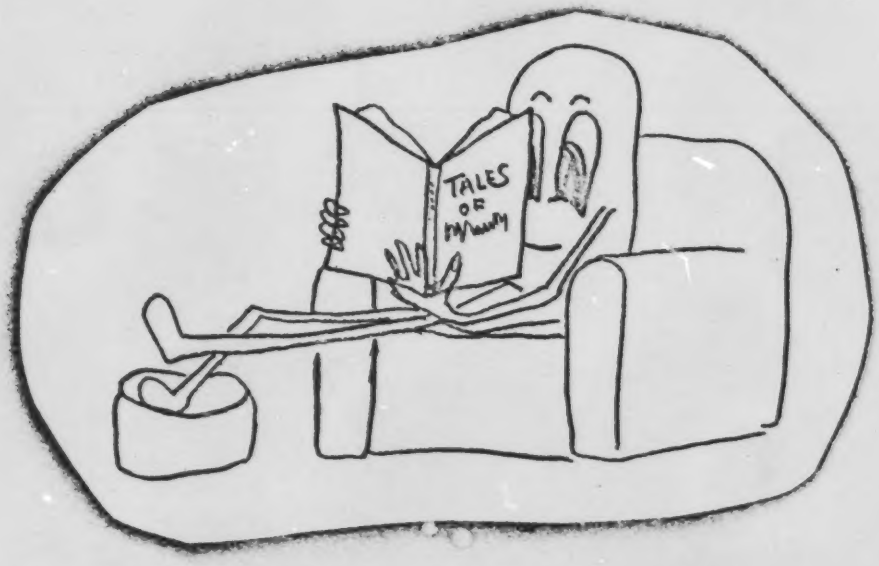
(2) Book that you have been directed to use or STARS.

--You will correct most of the work in the units yourself. Your instructor will make the answer keys available to you. Answers to STARS exercises are at the end of the book.

--You should get at least 80% of your answers correct. If you don't, see your instructor for help.

--At the end of each unit turn in your work for the unit to your instructor. You will then take the unit test.

UNIT ONE



A Reading Skills

B Parts of a Book

C Reference Skills

D Using the Library

E Reading Maps, Charts and Diagrams

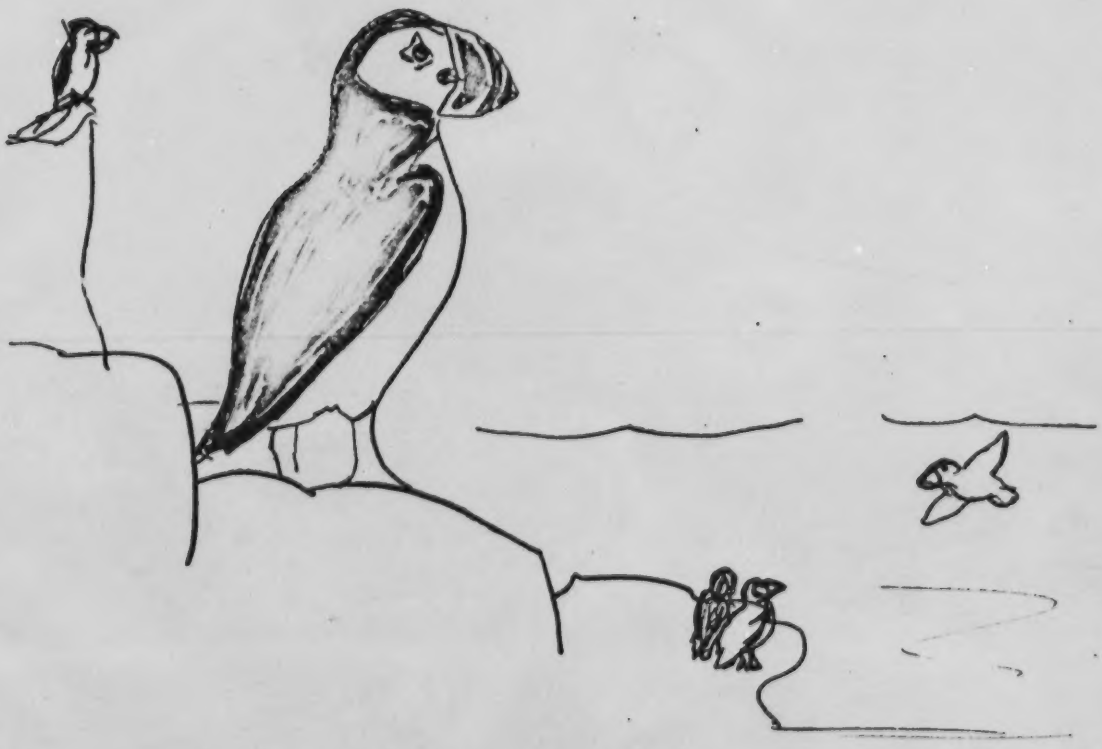
TOPIC A : READING SKILLS

#1. Take a reading diagnostic test. After your test is corrected, ask your instructor if you should continue with Topic A or go on to Topic B.

This topic will help you to improve your reading skills. Reading is an important part of your communication skills. It is a way to learn more about people and places. In order for you to become a better reader, you must practice. The more you read, the easier and more enjoyable it becomes.

You will be using the Barnell Loft Specific Skills Series to develop your reading skills. Your instructor will tell you what level you will use and will provide a booklet for your answers.

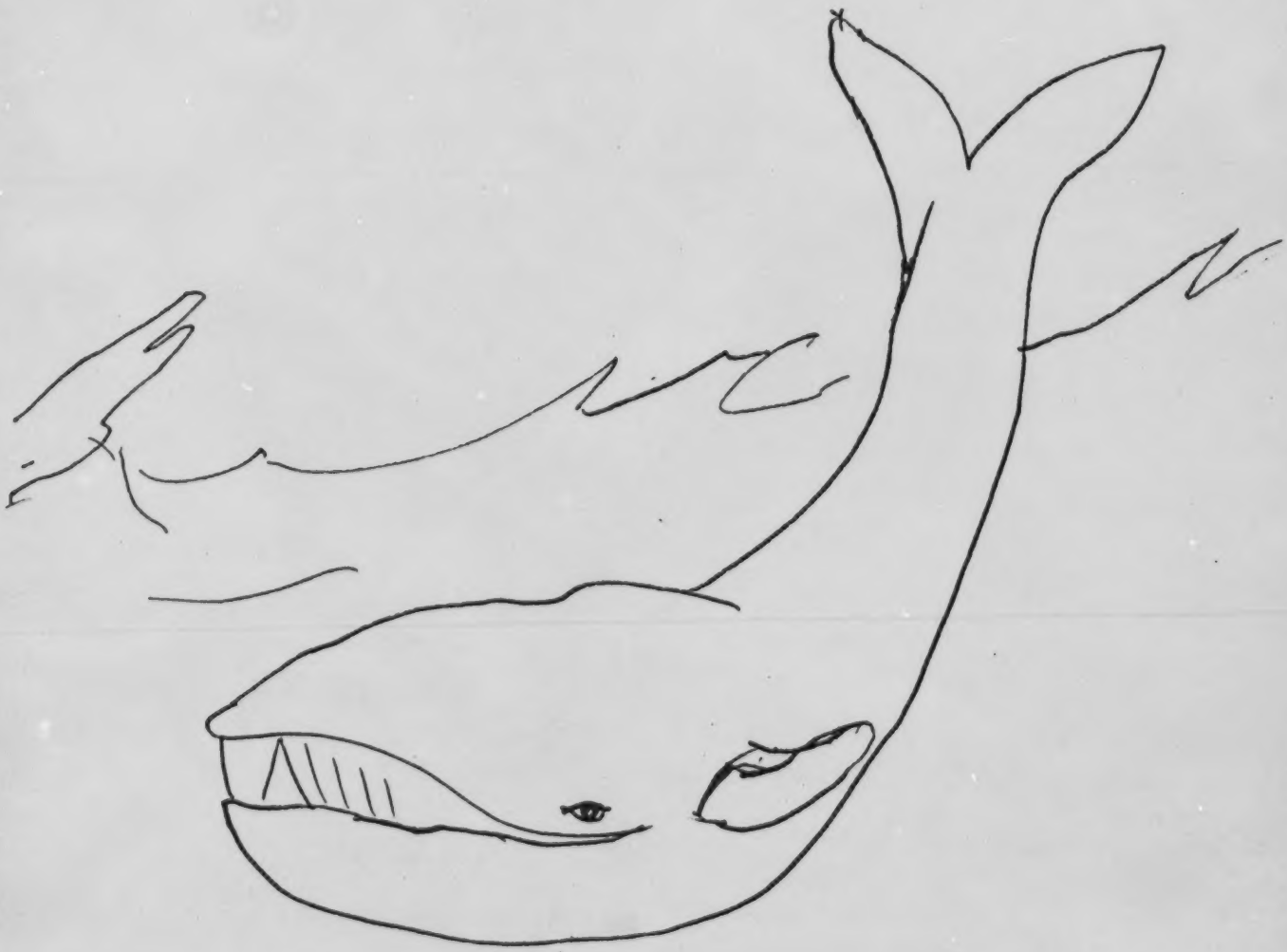
#2. Do the exercises in Specific Skills Series assigned by your instructor.



TOPIC B : PARTS OF A BOOK

Every book has an information code that some readers are not aware of. Books are divided into parts and each part supplies a different piece of information. For example, if you want to know what subjects are covered in a book, you could check the table of contents or the index.

#1. To learn more about the parts of a book read Better and Faster Reading, pages 247-250 and do the exercise on page 249. Check your answers.



TOPIC C : REFERENCE SKILLS

Reference books contain specialized information about various topics. Two of the most important reference books you will use this year are the dictionary and thesaurus. The dictionary tells more than just the meaning of words. It can also tell you the pronunciation and origins of words, as well as many other things.

#1. Read more about dictionaries in Better and Faster Reading, pages 59-67 and do the exercises on page 62, 63 (A,B,C), 65, 66 and 67. Stop at Unit 3.

#2. Get worksheets 7 and 8 in Dictionary Studies from your instructor.

The thesaurus is a kind of dictionary that gives words with similar meanings (synonyms). A thesaurus can help you to enlarge your vocabulary and prevent you from using the same words over and over.

#3. Get worksheet 40 in Dictionary Studies from your instructor.

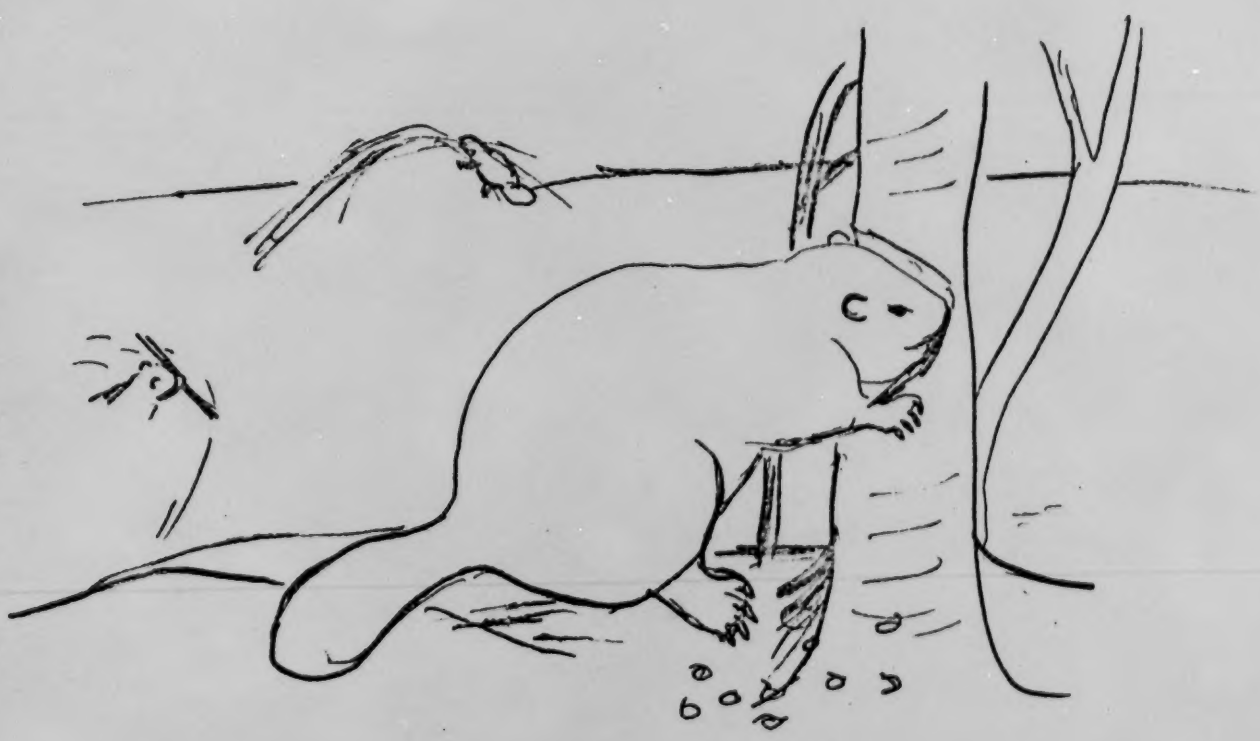
Many reference books deal with the same subject, but differ in their method of handling the subject. For example, suppose you wanted to learn about Alaska. An atlas would show you its geographic location, while an encyclopedia would give you more detailed information.

#4. Read the section on reference books in Better and Faster Reading, pages 250-252 and do the exercise on page 252.

TOPIC D : USING THE LIBRARY

The library has a wealth of information for those who know how to use it. Most libraries divide their books into different categories and books of the same category are placed together. You can locate books by first checking the card catalog and then finding the Dewey Decimal number.

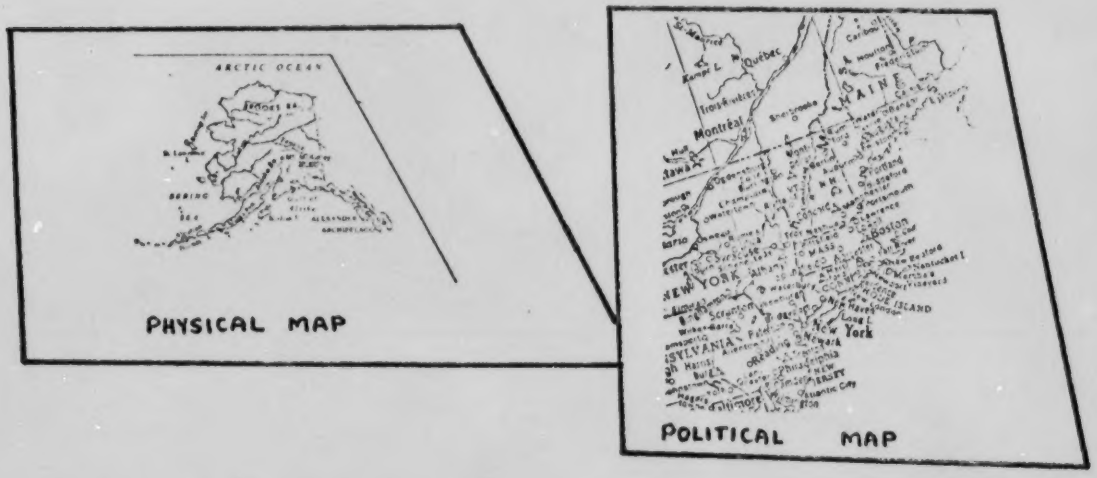
#1. To learn more about using the library read Better and Faster Reading, pages 243-247. Do the exercise on page 246.



TOPIC E : READING MAPS, CHARTS, AND DIAGRAMS

Maps are charts of some part of the earth's surface. They are made to show some specific kinds of information.

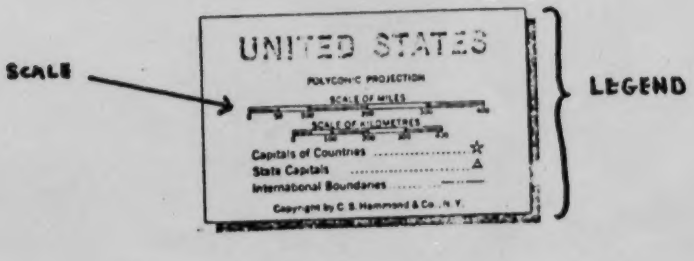
PHYSICAL MAPS - show natural features, such as rivers, mountains, lakes and plains.



POLITICAL MAPS - show people-made features, like cities, states, and countries. Sometimes maps show both physical and political features. However, generally a map is more one kind than the other. Sometimes maps are made for display of some other specific facts.

When one speaks about the scale on a map, one means the ratio of the map to the real land mass. For instance, 1 inch may represent 100 miles.

The legend explains the symbols used on the map.



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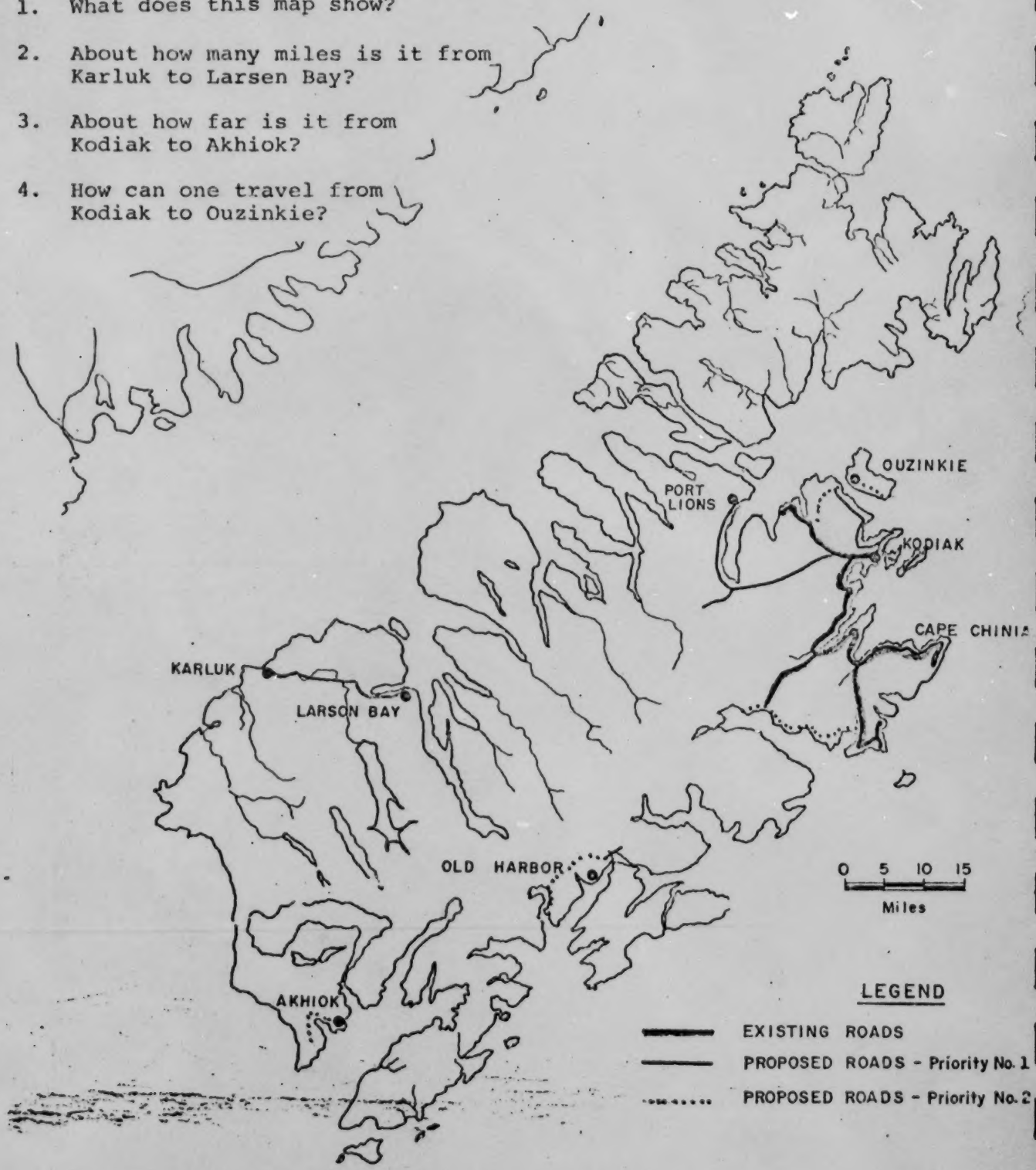
#1.

C1E

1. What does this map show?
2. About how many miles is it from Karluk to Larsen Bay?
3. About how far is it from Kodiak to Akhiok?
4. How can one travel from Kodiak to Ouzinkie?



KODIAK

EXISTING AND PROPOSED ROADS

#2.

1. On this map of Alaska, figure out how far it is from Kodiak to Anchorage? How can you tell?
2. Which is the larger city--Kodiak or Anchorage? How can you tell?
3. What helps does the map have to tell you how high the mountains are?
4. How can color help on a map?
5. What does a star represent? What city is marked that way?
6. Why are the Aleutian Islands in an inset box?
7. What are the numbers at the top of the map--170°, 165°, 160°, 155°, etc.?

ALASKA

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Fun Things To Do With Maps

Have a Map Match--"The Fastest Finger in the West".

See who can locate a place first on the map.

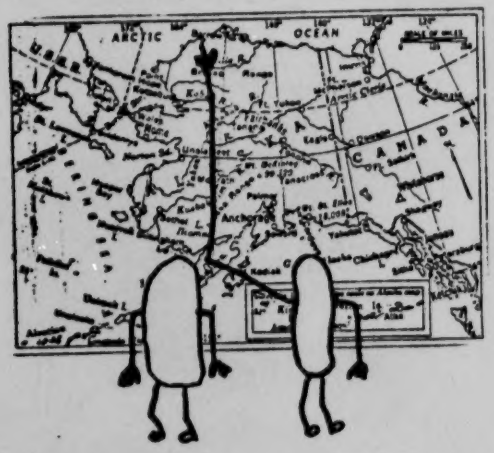
You will need:

1. A large map, posted on the wall.
2. Someone to say the name of the place (to act as teacher).
3. At least 2 people to compete.

How the game is played:

Two contestants stand at the map.
Another says a place name, such as: "Barrow".
Both contestants look for Barrow. The one who locates it first wins a point. Keep a tally of points---~~1111~~ 1.

The whole class can play this game by taking turns.



Map the Classroom

Make a scale drawing of the classroom. Label the furniture and other items on your map.

Do certain people have "territory" within the classroom? If so, it might be interesting to map people's political boundary lines.

Draw a map of the village, showing where everyone lives.

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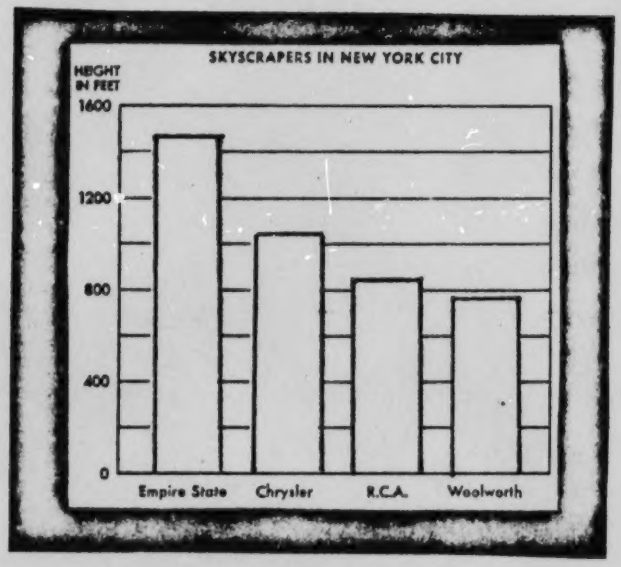
CHARTS AND GRAPHS

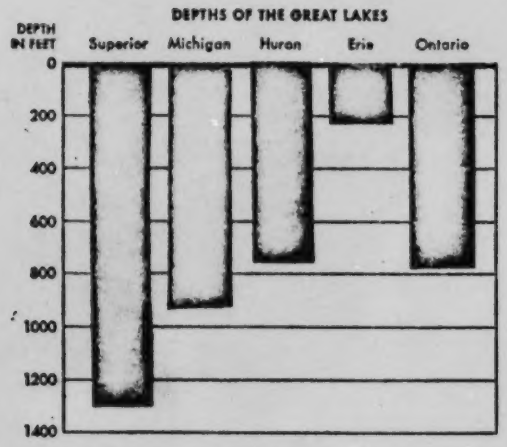
How to Make Them and How to Read Them

Most of us find it hard to think in terms of numbers. Someone says: "The Empire State Building in New York City is nearly 1500 feet tall, while the Chrysler Building is just over 1000 feet high. The R.C.A. and Woolworth Buildings are both around 800 feet tall". We get lost among the figures. A clearer way to present the same information is by means of a graph.



This type of graph is called a bar graph. It is an easy one to use when comparing sizes or amounts.

Reading a Bar Graph



__#3. Look at this bar graph and answer these questions:

1. Which of the Great Lakes is the deepest?
2. How deep is it?
3. Which lake is more shallow than the rest?
4. How deep is it?
5. Arrange the 5 Great Lakes in order, from the deepest to the shallowest.

A._____

B._____

C._____

D._____

E._____

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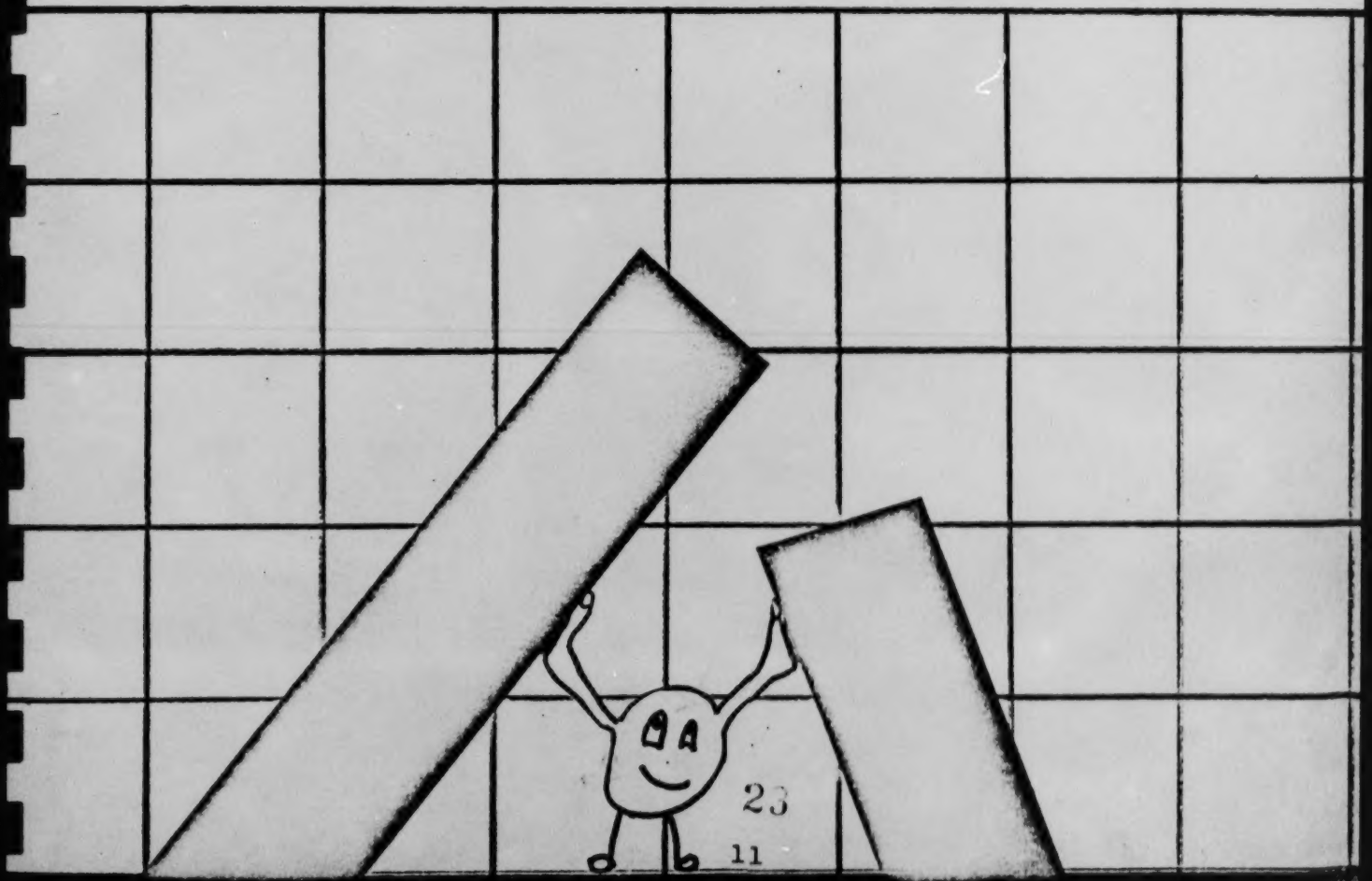
Making a Bar Graph

#4. Take this information about annual rainfall in 5 Alaskan towns and make a bar graph.

1.	Anchorage	14 inches
2.	Fairbanks	26 inches
3.	Juneau	90 inches
4.	Ketchikan	152 inches
5.	Kodiak	60 inches

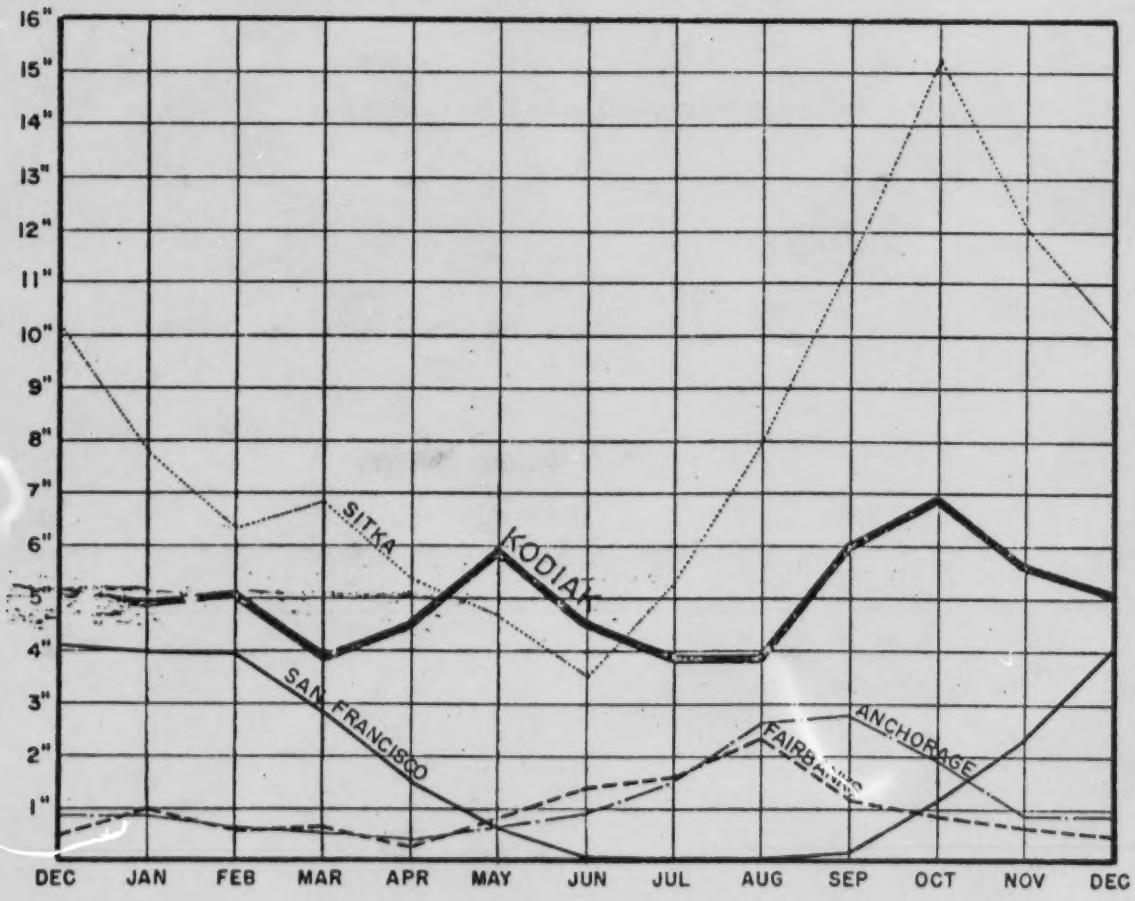
You will find it easier to use graph paper in addition to a ruler. You will need to decide on a scale, or how much space will represent 1 inch of precipitation.



Reading Line Graphs

When introducing a third set of data, such as time periods, it becomes easier to use a line graph. Usually the time lapses are written at the bottom of the graph.

MONTHLY PRECIPITATION IN FIVE TOWNS



#5.

1. Which town seems to get the most rainfall?
2. What is its wettest month?
3. How much rain does it get in October?
4. What 2 months are Kodiak's driest?
5. What 3 months are Kodiak's wettest?
6. During what months does San Francisco get almost no rain?

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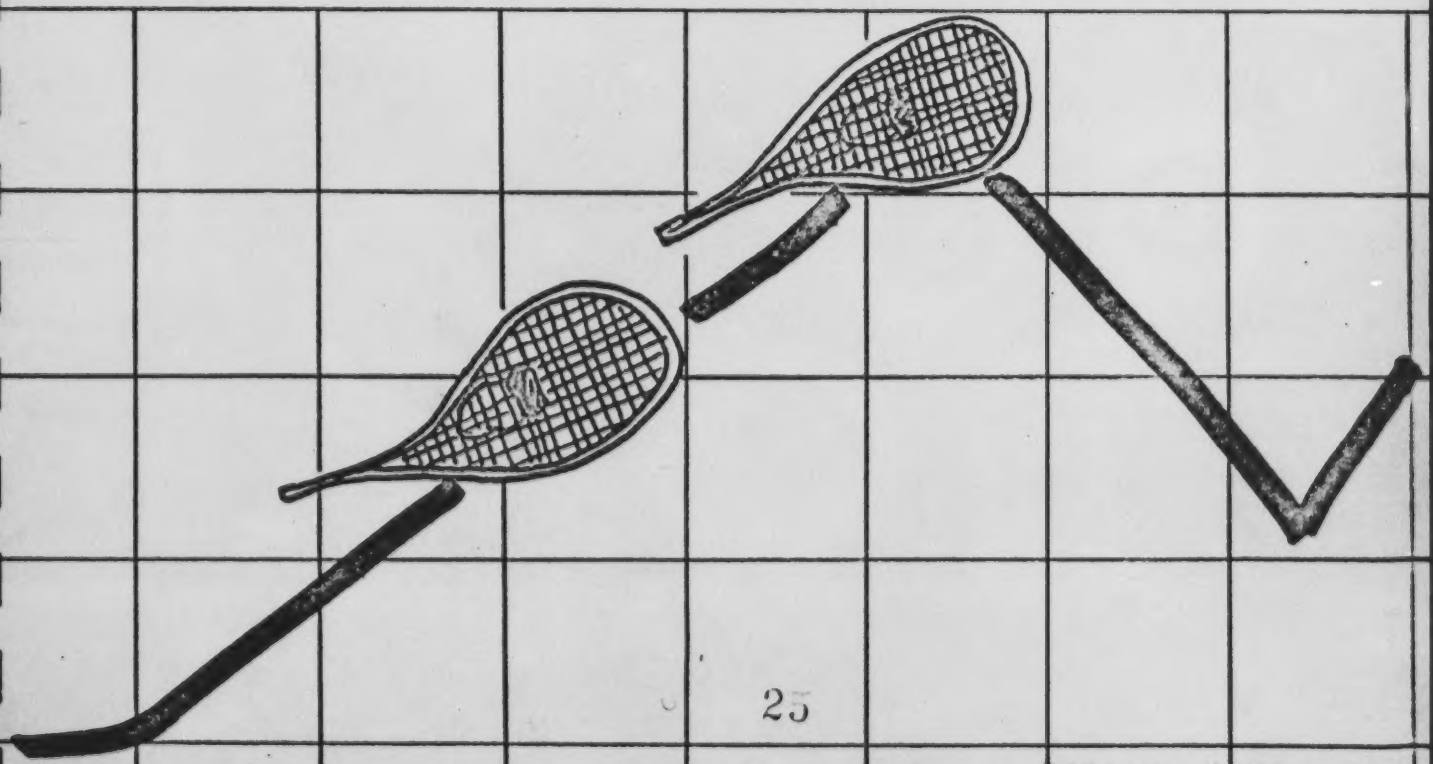
Making a Line Graph

#6. Here are the mean daily temperatures for 3 Alaskan cities over a year's time. Using the precipitation graph as a model, make a line graph comparing the temperatures of the 3 cities.

	Anchorage	Fairbanks	Kodiak
Jan.	13°	10°	30°
Feb.	19°	3°	31°
Mar.	24°	9°	32°
Apr.	35°	30°	35°
May	46°	47°	43°
June	54°	59°	49°
July	58°	61°	53°
Aug.	56°	56°	58°
Sept.	48°	45°	49°
Oct.	36°	28°	42°
Nov.	22°	3°	35°
Dec.	14°	9°	30°

When you have the graph done, make up 5 good questions about it. Write the questions and the answers.

Try the questions out on a classmate. Turn them in to the teacher, together with the graph.



Charts

When you have lots of information, it is easier to put it on a chart instead of a graph. Look at how much information about temperature and precipitation there is on this chart.

AVERAGE ALASKA MEAN TEMPERATURE AND PRECIPITATION

"WB AP "Weather Bureau Airport"	JUNEAU	JUNEAU WB AP	KETCHIKAN	CORDOVA WB AP	SEWARD	VALDEZ	COLD BAY WB AP	ANCHORAGE WB AP	HOMER FAA	MATANUSKA AGR EXP STA	KING SALMON WB AP	BETHEL WB AP	NOME WB AP	FAIRBANKS WB AP	MC GRATH WB AP	
JANUARY																
Temperature	29 5	26 2	35 1	25 0	24 7	18 6	29 1	13 0		12 0	14 1	6 8	5 6	9 8	8 7	
Precipitation	8 00	4 48	14 51	7 05	6 17	5 91	2 52	76	2 10	92	1 05	90	1 25	99	1 14	
FEBRUARY																
Temperature	29 9	27 3	36 1	26 1	27 4	21 7	28 4	18 6		18 8	18 0	9 1	5 7	3 1	04	
Precipitation	5 78	3 35	11 56	5 27	6 12	5 04	2 76	58	1 52	74	1 12	82	93	51	1 15	
MARCH																
Temperature	34 4	32 8	38 7	30 1	30 7	26 2	29 7	24 8		24 7	21 3	11 5	8 5	9 0	7 3	
Precipitation	6 43	3 47	12 04	5 92	4 06	3 63	1 89	60	1 48	47	1 22	92	91	58	98	
APRIL																
Temperature	40 4	39 5	43 4	36 4	37 8	34 8	34 2	35 4		37 0	33 1	26 8	21 0	28 9	26 0	
Precipitation	5 73	2 98	11 98	5 07	4 54	2 84	1 34	40	1 25	34	84	55	78	29	49	
MAY																
Temperature	47 8	47 0	49 9	42 9	44 5	42 8	39 5	45 7		46 9	42 8	40 0	33 7	47 4	43 2	
Precipitation	5 14	3 19	8 41	6 44	3 82	3 43	1 69	51	1 10	72	1 26	89	59	74	94	
JUNE																
Temperature	54 5	53 6	55 2	49 3	51 3	50 0	45 7	53 7		55 2	51 4	52 6	45 8	59 3	55 7	
Precipitation	4 13	3 18	7 34	4 19	2 46	2 76	2 64	89	1 17	1 33	1 64	1 20	1 08	1 37	2 06	
JULY																
Temperature	56 0	54 7	58 0	53 3	55 5	53 0	50 0	57 3		57 8	54 6	54 5	49 6	60 9	58 7	
Precipitation	6 04	4 65	8 07	6 44	2 90	4 20	2 14	55	1 63	1 97	2 82	2 29	2 46	1 92	2 32	
AUGUST																
Temperature	55 9	54 2	59 0	53 4	55 2	51 5	52 1	55 8		55 3	54 6	52 7	49 1	55 6	53 5	
Precipitation	7 37	5 16	9 90	9 72	5 50	6 67	3 97	2 56	2 89	2 94	4 01	4 02	3 78	2 26	3 63	
SEPTEMBER																
Temperature	50 8	49 0	54 6	48 0	49 4	46 1	47 5	48 0		47 8	47 6	45 3	42 0	44 6	44 0	
Precipitation	10 49	6 92	14 69	15 47	9 28	8 18	3 57	2 71	2 78	2 30	3 37	3 01	3 93	1 21	2 41	
OCTOBER																
Temperature	44 0	41 9	47 7	40 8	40 5	37 3	40 5	36 0		36 0	35 8	31 8	30 0	27 5	27 6	
Precipitation	13 03	8 47	21 47	15 56	10 51	8 26	4 38	1 87	3 73	1 69	2 52	1 75	1 70	92	1 67	
NOVEMBER																
Temperature	36 2	33 1	41 8	31 1	31 8	26 0	34 7	32 3		31 7	27 1	17 0	18 8	3 1	5 5	
Precipitation	10 38	5 92	17 46	10 55	7 11	5 87	3 82	1 00	2 50	1 00	1 32	97	1 14	63	1 09	
DECEMBER																
Temperature	30 6	27 6	36 2	26 6	24 8	19 5	29 8	13 8		13 0	14 2	7 2	7 7	9 1	7 3	
Precipitation	7 73	4 17	14 50	6 96	6 51	5 26	2 48	84	2 51	98	1 29	85	1 16	50	1 25	
ANNUAL																
Temperature	42 5	40 6	46 2	38 6	39 4	35 6	38 4	35 3		35 5	34 1	29 6	26 3	28 2	25 5	
Precipitation	90 25	55 94	151 93	98 64	69 98	62 05	33 20	14 27	24 66	15 40	22 46	18 17	18 89	11 92	19 13	

#7. 1. Which of the cities has the warmest annual mean temperature?

2. Which is the coldest month in most Alaskan cities?

3. The Matanuska Valley is a farm region and water is vital. When is the driest month there?

4. In which 2 towns would you most likely need a raincoat?

5. Is Nome wetter or drier than Anchorage?

6. For which town was temperature data not available?

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Making a Chart

#8. In 1968, here were some population figures given for various villages on Kodiak Island. Put the information into a chart. Turn it in to your teacher.

Old Harbor had 148 males and 115 females.

Port Lions had a population of 118 women and 132 men.

Ouzinkie had 77 women and 104 men living in it.

Akhiok was smaller with a total of 129 people, 71 being male and 58 being female.

In Larsen Bay at that time, there were 53 women and 52 men--almost an equal number.

Karluk had 46 females and 60 males.

Other Kinds of Graphs You Might Like

Circle Graphs

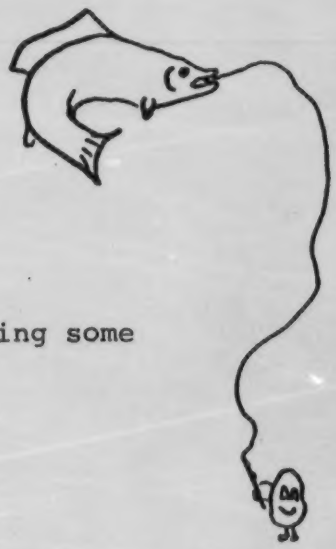
Another interesting kind of graph is the circle graph. With it, the circle represents 100% of a thing, with slices of the pie representing percentages of the total. For instance, you could show proportion of persons a certain age in your village in this way:

Picture Graphs

Pictorial graphs are a variation on bar graphs. A picture represents a certain number or amount. If you wanted to show how many fish were caught in a period of time, you might do it in this way:

= 100 salmon or....whatever works

	No. of salmon
1st wk.	
2nd wk.	
etc.	



#9. Make either a picture or circle graph showing some aspect of village life.

Reading Schedules

Airline and ferry schedules are another use of charts. Here is a sample Alaska ferry schedule for May, 1976.

See if you could travel by it without getting lost somewhere.

NORTHERN PANHANDLE
MAY 1976 FERRY SCHEDULE

NORTHBOUND | **SOUTHBOUND**

NORTHBOUND											SOUTHBOUND									
PETERSBURG LV	KAKE LV	SITKA ARR	SITKA LV	HOONAH LV	JUNEAU AUKE B LV	HAINES LV	SKAGWAY ARR	DATE	SKAGWAY LV	HAINES LV	JUNEAU AUKE B ARR	JUNEAU AUKE B LV	HOONAH LV	SITKA ARR	KAKE LV	PETERSBURG ARR	DATE
			6:30P					SAT 1				6:00A	10:00A	4:00P			SAT 1
				3:30A	9:00A	2:45P	3:45P	SUN 2	7:00P	9:15P							SUN 2
								MON 3			2:00A	3:30A	8:30A	5:00P			MON 3
4:45P	9:15P							TUE 4							6:30A	8:30A	TUE 4
		5:45A		5:45P	10:15P			WED 5									WED 5
						4:00A	5:00A	THU 6	8:00A	10:00A	2:45P						THU 6
					6:00A	11:45A	12:45P	FRI 7	3:00P	5:15P	10:00P						FRI 7
			6:30P					SAT 8				3:30A	7:30A	4:00P			SAT 8
				3:30A	9:00A	2:45P	3:45P	SUN 9	7:00P	9:15P							SUN 9
								MON 10			2:00A	4:45A	9:30A	6:00P			MON 10
6:15P	10:50P							TUE 11							5:30A	9:30A	TUE 11
		7:15A	10:00A	7:00P	11:30P			WED 12									WED 12
						5:15A	6:15A	THU 13	8:00A	10:00A	2:45P						THU 13
					6:00A	11:45A	12:45P	FRI 14	3:00P	5:15P	10:00P						FRI 14
			6:30P					SAT 15				3:30A	7:30A	3:50P			SAT 15
				3:30A	9:00A	2:45P	3:45P	SUN 16	7:00P	9:15P							SUN 16
								MON 17			2:00A	5:00A	9:00A	5:25P			MON 17
5:45P	10:15P							TUE 18							5:00A	9:00A	TUE 18
		6:30A	9:30A	6:00P	10:30P			WED 19									WED 19
						4:15A	5:15A	THU 20	8:00A	10:00A	2:45P						THU 20
					6:00A	11:45A	12:45P	FRI 21	3:00P	5:15P	10:00P						FRI 21
			6:30P					SAT 22				3:30A	7:30A	4:10P			SAT 22
				3:30A	9:00A	2:45P	3:45P	SUN 23	7:00P	9:15P							SUN 23
								MON 24			2:00A	3:00A	9:15A	5:55P			MON 24
5:45P	10:30P							TUE 25							5:25A	9:25A	TUE 25
		7:00A	9:45A	6:45P	11:15P			WED 26									WED 26
						5:00A	6:00A	THU 27	8:00A	10:00A	2:45P						THU 27
					6:00A	11:45A	12:45P	FRI 28	3:00P	5:00P	9:45P						FRI 28
			5:30P					SAT 29				2:30A	6:30A	3:00P			SAT 29
				2:45A	8:15A	2:00P	3:00P	SUN 30	7:00P	9:15P							SUN 30
								MON 31			2:00A	3:40A	7:40A	4:10P			MON 31

*** ARRIVAL AND DEPARTURE SITKA MAY VARY WITH TIDE***

RESERVED VEHICLES: Check in time is as follows: Petersburg 1 HR; Sitka 1 HR; Juneau 2 HRS; Haines 2 HRS; Skagway 1 HR.

The State reserves the right to alter or revise these schedules without prior notice.

1. Hoonah and Kake Terminals are not attended.
2. Contact the Juneau Central Office for reservations and information: Telephone: 465-3941.

#10. 1. What dates did the ferry visit Sitka in May, 1976?

2. If you left Petersburg on the boat that departed on Tuesday, May 18, at 5:45 P.M., when would you reach Skagway?

3. When would the same boat leave Skagway to return to Haines?

4. If you wanted to stay in Skagway a day or two and then return to Petersburg, what would be a good time to leave?

5. When would you arrive back in Petersburg?

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Some Fun Ways to Use Charts and Graphs

1. Chart or graph the temperature on the play ground at 9 a.m. every day for 1 month.

2. Chart or graph your spelling or math scores for a month. Sometimes it can help you explain the ups and downs.

3. Graph how many hours a day you spend reading or eating or watching TV.

4. Keep a spending chart of how you spend your money over a period of time. This can help you prepare a personal budget.

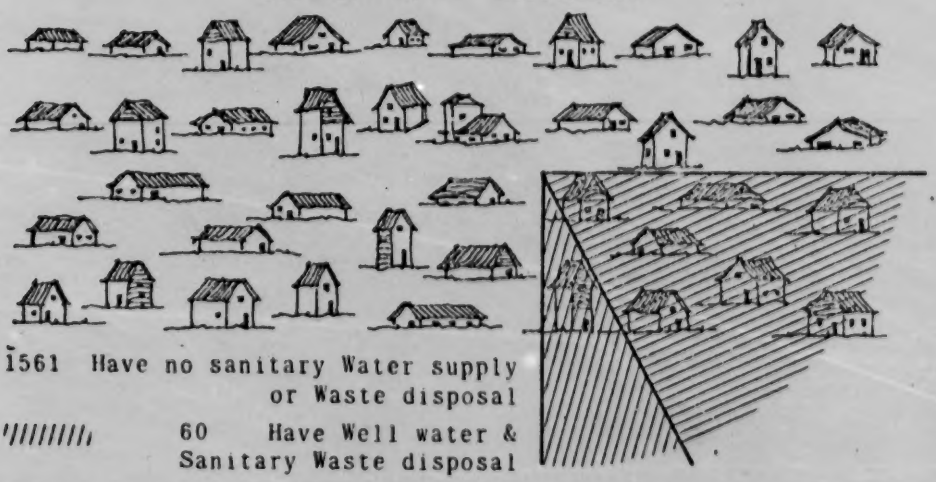
5. Chart the number of times a certain friend smiles at you each day for a week.

OR.....

THINK UP YOUR OWN CHARTING OR GRAPHING ACTIVITY

WATER SUPPLY AND WASTE DISPOSAL IN 2,014 NATIVE HOUSEHOLDS
1960, 1966, AND 1968 DATA

OUT OF 2,014 HOUSEHOLDS



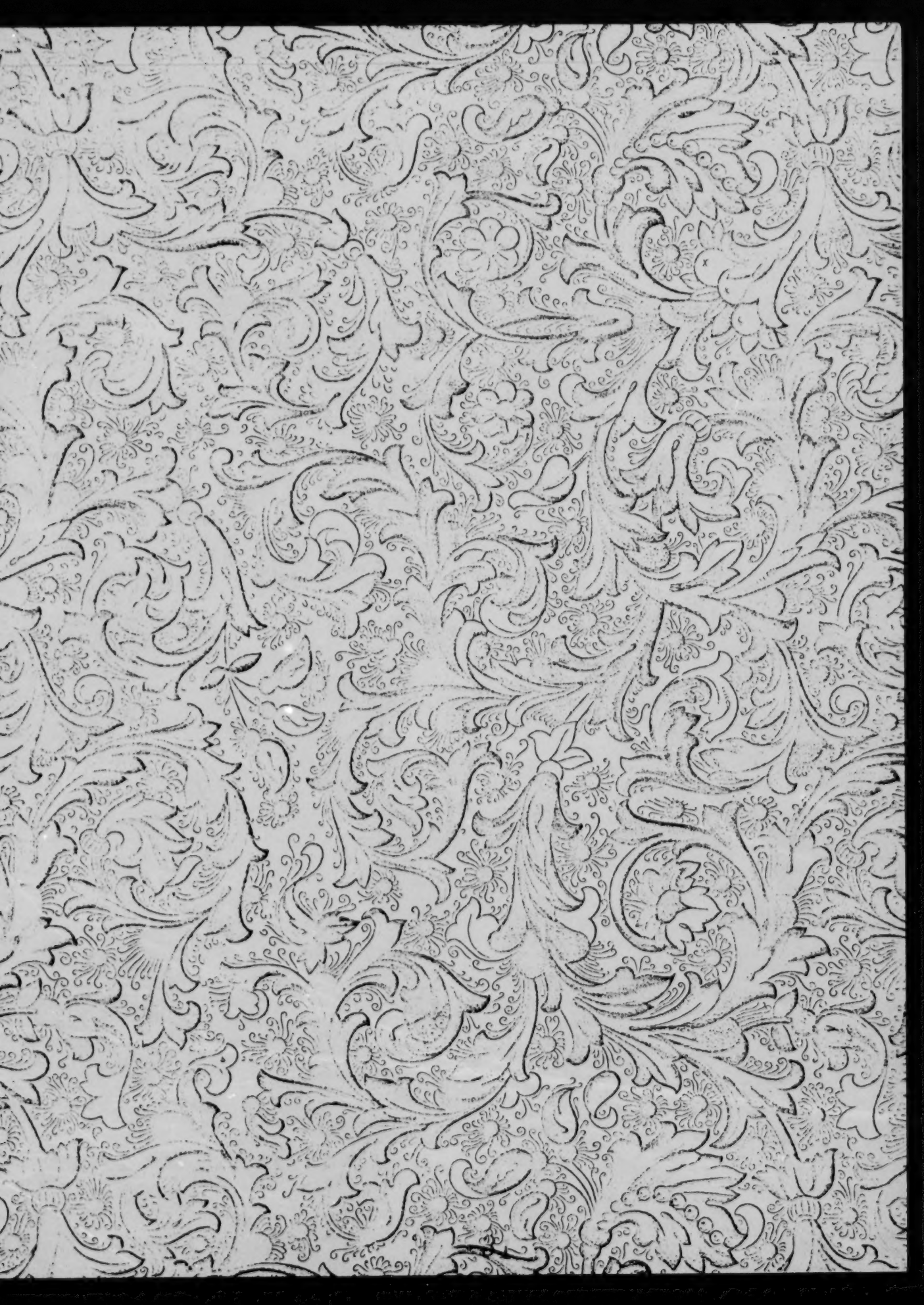
1561 Have no sanitary Water supply or Waste disposal

60 Have Well water & Sanitary Waste disposal

393 Have Well water only

Source: U. S. Bureau of Indian Affairs
U. S. Public Health Service

39



You are ready for the Unit 1 test if you have completed all the assigned work and can do the following:

A. Read and understand basic English.

B. Name the different parts of a book (title page, copyright page, preface, introduction, table of contents, guide words, footnotes, bibliography, glossary, appendix, and index) and tell what purpose each serves.

C. List the major reference aids (dictionary, thesaurus, encyclopedia, atlas, almanac, periodical index) and what information they contain.

D. Tell how you can locate books in the library using the card catalog and the Dewey Decimal System.

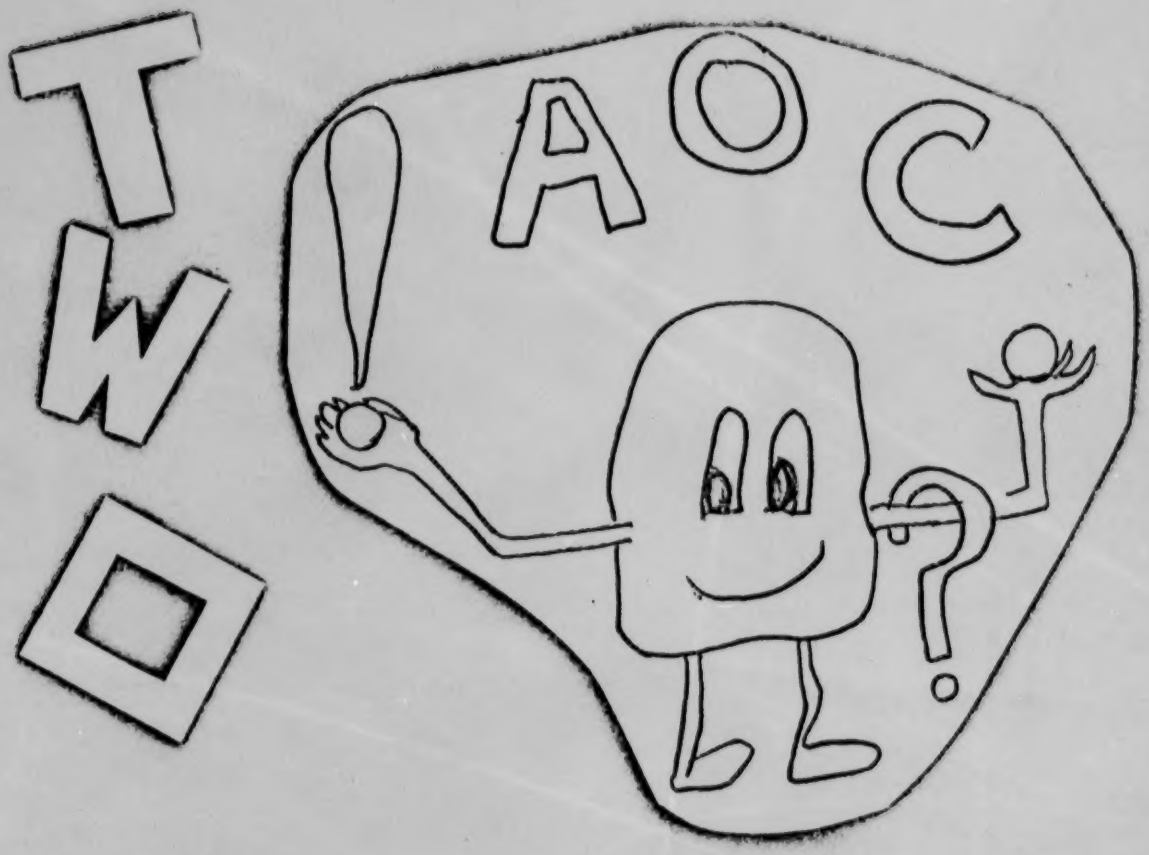
E. Read and interpret a map, graph, and chart.

READY? OK, DO UNIT TEST 1 A.
NOT READY? DO MORE WORK FROM THE CHART THAT FOLLOWS.

TOPIC	SOURCE	PAGES
A: Reading Skills	SRA Reading Lab IIIa High Intensity Learning System Basic Reading Skills	
B: Parts of a Book	Basic Reading Skills	152-166
C: Reference Skills	English Grammar and Composition III	379-391, 392-414
	Basic Reading Skills	167-184
	Dictionary Studies, Vol. IV (duplicating masters)	
	Focus	100-108
	Work-A-Text 1	109,111
	Writing III (VMI duplicating masters)	
D: Using the Library	Work-A-Text 1	105,117,113
	Basic Reading Skills	179-180

TOPIC	SOURCE	PAGES
E: Maps, Charts, Diagrams	SRA Map and Globe Skills Kit SRA Graph and Picture Study Skills Kit Basic Reading Skills	156-166

UNIT TWO



A	Vocabulary and Spelling
B	Parts of Speech
C	Capitalization
D	End Punctuation
E	Writing With Imagination
F	Reading Assignment

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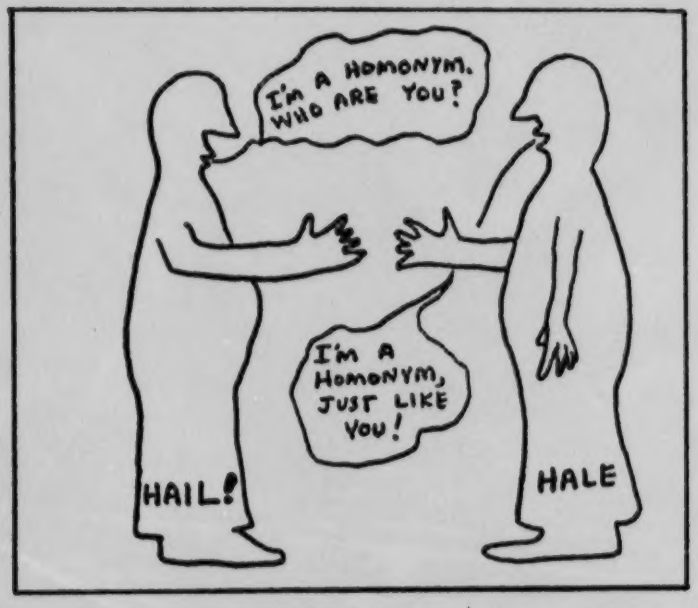
TOPIC A : VOCABULARY AND SPELLING

Each unit of your communications book starts with a topic on vocabulary and spelling. You will be learning the meaning and spelling of the new words at the same time. To do these topics, each time you will need:

--a dictionary, to check meaning, spelling, and pronounciation.
--a thesaurus, to find synonyms.
--your notebook, to set up a special vocabulary section.
--a cassette tape and player, to practice using the words, and to give yourself a spelling test.



If you know what synonyms, antonyms, and homonyms are, you will find it easier to do these units.

Synonyms are words that are similar in meaning. "Buy" and "purchase" are synonyms.
Antonyms are words that are opposite in meaning. "Buy" and "sell" are antonyms.
Homonyms are words that sound alike. "Buy" and "by" are homonyms.

#1. Read the note about synonyms and antonyms at the top of page 99 in Basic Reading Skills. Do pages 99-100. Check your answers.

#2. Do pages 2-8 on homonyms in Troubleshooter:Book 4-Word Mastery. Correct your work.

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Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

similar
replace
scintillating
category
modify
precede
merely
condense
occupation
specific
punctuation
error
combine
differ
geographic

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet by following these steps:

a. Get a blank "Scintillating Synonyms" worksheet that looks like the one on the next page. You can either get a copy from your instructor, or you can copy the form on the next page by hand yourself.

b. Copy the vocabulary words from this unit into the Word Bank block. Look at the sample completed worksheet (three pages ahead) to see how to do this.

c. Get a thesaurus, and use it to help you write a sentence containing a <u>synonym</u> for each word in the Word Bank. Underline the synonym. <u>Do not</u> use the actual word itself from the Word Bank.
   --Mix up the order of the words. Don't use a synonym for the first word in the list in the first sentence.
   --You may use more than one synonym in a sentence.
   --If you need more room, write "over" at the bottom, and finish your sentences on the back.

d. Make a key on a separate piece of paper.

e. After your instructor checks your worksheet and key, put them in a class folder for other people to solve.

#3. Go to the class folder and get a "Scintillating Synonyms" worksheet to solve. Be sure to solve a worksheet prepared by someone else!

#4. Practice spelling the words from this unit. Ask your instructor for hints on how to practice spelling words.

#5. Give yourself a spelling test by following these steps:

a. Get a cassette recorder and blank tape.

b. Pronounce the first word clearly on the tape, say it in a sample sentence, and then pronounce the word again. (Check with your instructor if you are not sure how to pronounce a word.) Leave a five to ten second break, and then go on to the next word.

c. Write the spelling words without looking at your source as you play your tape back to yourself.

d. Grade your paper. Continue to practice until you can get 90% of the words correct.

SCINTILLATING SYNONYMS

For Unit___ Topic____

Prepared by_____

Date_____

WORD BANK

Directions: Replace each underlined word in the sentences below with a synonym from the Word Bank. Write your answers on a separate sheet of paper.

When you finish check your work with the answer key.

SCINTILLATING SYNONYMS

For Unit 2 Topic A

Prepared by Vera Simon

Date October 1, 1977

WORD BANK

similar	modify	occupation	combine
replace	precede	specific	differ
scintillating	merely	punctuation	geographic
category	condense	error	

Directions: Replace each underlined word in the sentences below with a synonym from the Word Bank. Write your answers on a separate sheet of paper.

1. Your job and mine are alike.
2. What exact mistake did you make?
3. Her conversation is sparkling.
4. The new edition of the math book will take the place of the old one; the two editions are not alike.
5. Put together sugar and salt in the bowl.
6. Peaches and pears belong in the same class of foods.
7. What is your favorite earthly region?
8. Adjectives tell about nouns.
9. The purpose of periods, commas, etc. is simply to make our writing more understandable.
10. Does Thanksgiving come before Christmas?
11. This paragraph is too long; can you compact it?

When you finish check your work with the answer key.

KEY

For: Scintillating Synonyms Worksheet

Unit 2 Topic A

Prepared by Vera Simon

Date October 1, 1977

1. occupation, similar
2. specific, error
3. scintillating
4. replace, differ
5. combine
6. category
7. geographic
8. modify
9. punctuation, merely
10. precede
11. condense

40

41

TOPIC B : PARTS OF SPEECH

There are over 600,000 words in the English language, but they can all be sorted into eight different categories called parts of speech. In order to do the rest of the exercises in this book, you need to learn the names of these eight parts of speech, and know what each part does in a sentence.

A noun is the name of a person, place, thing, or idea.

A pronoun is a word used in place of a noun.

An adjective is a word used to modify (i.e., tell about) a noun or a pronoun.

A verb expresses action or a state of being.

An adverb is a word used to modify a verb, an adjective, or another adverb.

A preposition is a word used to show the relationship of a noun or pronoun to another word in the sentence.

A conjunction is a word that connects words.

An interjection is an exclamation.

#1. Read the sentences below. Find one word in each sentence that fits the part of speech called for in capital letters. Write the word on another paper. Answers are at the back of this book.

a. NOUN: The bird flies.

b. PRONOUN: It flies.

c. ADJECTIVE: The blue bird flies.

d. VERB: The blue bird flies.

e. ADVERB: The blue bird flies quickly.

f. PREPOSITION: The blue bird flies to its nest.

g. CONJUNCTION: The blue bird flies and sings.

h. INTERJECTION: Oh! The bird flies quickly!

#2. Read pages 1-20 in English Workshop and do the exercises on those pages as you come to them. Correct your work as you go along.

#3. To review your work, do exercises A, B, and C on pages 21-22 in English Workshop. If you miss more than a total of five, ask your instructor for help.

TOPIC C : CAPITALIZATION

LESSON I

Answers for all exercises are at the back of this book.

REMEMBER

a) Always capitalize the first word in a sentence.

Examples

(1) Clouds had appeared in the sky.
(2) Where did he go?

b) Always capitalize a person's name and any title that precedes this name.

Examples

(1) I saw Rita and Maurice yesterday.
(2) Where is Mr. Smith?
(3) Have you seen Professor Jones?
(4) She has an appointment with Dr. Brown.

c) When words like mother, father, uncle, and aunt are used as personal names, capitalize them.

Examples

(1) Have you seen Mother?
(2) She telephoned Uncle Bob.

- BUT -

Do NOT capitalize these words when they are used merely to show family relationships.

Examples

(1) Have you seen my mother?
(2) She telephoned her uncle.
(3) He has an aunt who lives in Sweden.

d) Always capitalize the word I.

Examples

(1) Betty and I went to the movies.
(2) That is what I thought he would say.

SPECIAL PROBLEM

Do NOT capitalize words that identify occupations or professional rank.

Examples

(1) Jack is an electrician.
(2) Who is the new superintendent?
(3) Her brother is a doctor.
(4) Bill is now the manager of the department.

A word of this kind will be capitalized only if it is part of a person's name.

Examples

(1) I saw Dr. Harris. He is a doctor.
(2) We met Superintendent Jones. Mr. Jones is the superintendent.

#1A: Copy the following sentences carefully, writing capital letters where needed.

1. has mother spoken to your uncle about aunt jane?

2. did i tell you that your mother has spoken to uncle robert about my aunt?

3. the foreman told mr. harris that he should see a doctor.

4. early in the afternoon, miss jackson told her supervisor that she had an early appointment to see dr. bronstein.

Check your answers.

If you made no more than one mistake in the above exercise, skip #1B and start Lesson 2.

- BUT-

If you made more than one mistake, review Lesson 1. Then do Exercise #1B.

#1B: Copy the following sentences carefully, writing capital letters where needed.

1. did father ask uncle george to invite your aunt?

2. his father asked my uncle to invite aunt agatha.

3. the head nurse told mr. brown that he should see dr. hampton.

4. she told mrs. watson that the doctor was out.

5. my mother and i shall be visiting aunt mary this afternoon.

6. the superintendent discussed the matter with miss peterson, the principal.

Check your answers.

If you made no more than two mistakes in the above exercise, start Lesson 2.

If you made more than two mistakes, see your instructor.

LESSON 2

REMEMBER

a) Capitalize the names of races, nationalities, and languages.

Examples

(1) Her husband is Jewish.
(2) I am an American citizen.
(3) Do you speak German?

b) Capitalize the names of days of the week, the names of months, and the names of holidays.

Examples

(1) I shall see you on Tuesday.
(2) He will be in Alaska during August.
(3) She will be here for the Thanksgiving Day holiday.

c) Capitalize important words in titles of books. (Unless they are the first word in a title, do not capitalize the words a, an, the, and, but, or, of, with, to, by, in, from.)

Examples

(1) He has just read After Many a Summer Dies the Swan.
(2) Did you buy a copy of To Sir with Love?

NOTE: Always underline a book title. In print, a book is italicized.

SPECIAL PROBLEM

Do NOT capitalize the names of seasons, (unless, of course, the name of a season appears in a book title or is the first word in a sentence).

Examples

(1) I shall see you next spring.
(2) The new fall fashions are ugly.

#2A: Copy the following sentences carefully, writing Capital letters where needed.

1. sunshine sketches of a little town is the title of a collection of short stories by stephen leacock, the famous canadian author.

2. many jewish members of the community will be visiting relatives in Israel this summer.

3. my father and i will spend the labor day weekend with your aunt and uncle.

4. last monday, the manager announced that the store would be closed for repairs during march and part of april.

5. did you know that frank's mother can speak english, italian, and greek?

6. he always spends part of the autumn and the entire winter at uncle charlie's ranch in Texas.

Check your answers.

If you made no more than two mistakes in the last exercise, skip #2B and start Lesson 3.

-BUT -

If you made more than two mistakes, review Lesson 2. Then do #2B.

#2B: Copy the following sentences carefully, writing capital letters where needed.

1. on thursday morning, mr. morgan, the superintendent, announced that he will be retiring next spring.

2. my uncle has just bought himself a copy of teach yourself french in thirty days, a book by dr. jules marchand.

3. a well-known american doctor operated on john's father.

4. the manager announced that the store will be closed on new year's day.

5. my aunt and i started studying spanish during the fall of 1971.

6. the letter notified aunt ethel that her next german lesson would be on wednesday, january 18.

Check your answers.

If you made more than two errors in the above exercise, see your instructor before you start Lesson 3.

LESSON 3

REMEMBER

a) Capitalize the names of places in addresses.

Examples

(1) He lives at 126 Smith Street.
(2) They used to live on Logan Avenue.

b) Capitalize geographical names.

Examples

(1) He moved from Seattle, Washington, to Portland, Oregon.
(2) While they were in Europe, they spent most of their time in France and Germany.
(3) They spent the weekend at Lake Winnipeg.
(4) Have you ever seen the Rocky Mountains?

NOTE: Words like river, lake, and mountain are capitalized only when they are used in the names of specific rivers, lakes, and mountains.

Examples

(1) What is the name of this river? It is the Fraser River.
(2) Those mountains are beautiful. They are the Rocky Mountains.

c) Capitalize the names of organizations and institutions.

Examples

(1) He is an employee of the Kodiak Area Native Association.
(2) She attends James Harrison Junior High School. (NOTE: "She is still at junior high school." In this sentence, the words junior high school do not name a specific school. Therefore they are not capitalized.)

d) Capitalize the names of specific buildings.

Examples

(1) Have you been inside that building? It is the Richardson Building.
(2) What is the name of that hotel? It is the Oxford Hotel.

#3A: Copy the following sentences carefully, writing capital letters where needed.

1. Does this river flow into the gulf of georgia?

2. Does the nass river flow into a lake?

3. She used to attend a high school in brandon.

4. After she had graduated from high school, joyce worked for a year at a bank in nelson.

5. He has an account at the bank of alaska, and his wife has an account at the first national bank of anchorage.

6. While they were in vancouver, british columbia, they stayed at the devonshire hotel.

7. While she was in france, she stayed at several expensive hotels.

8. If you need more information, write to the department of mines and natural resources.

9. If you are in fairbanks during the thanksgiving day holiday, we shall take you to mt. mckinley national park.

10. After they had sold their house at 212 warner avenue, sacramento, california they moved to los angeles.

Check your answers.

If you made no more than three mistakes in the above exercise, go on to Lesson #4.

- BUT -

If you made more than three mistakes, review Lesson 3 and do #3B.

#3B: Copy the following sentences carefully, writing capital letters where needed.

1. My aunt and i stayed at the hotel fort garry while we were in chicago during our christmas vacation.

2. From early in the summer until late in the autumn, uncle harry stayed with my mother and my father at their cottage near clear lake.

3. A small river runs through aunt angela's property on vancouver island.

4. Next spring, mr. wilson's nephew will be taking a course at kodiak community college.

5. He hopes to receive an answer from the ohio department of education before the end of june.

6. If jack could speak french, he would have a better chance of getting a job in this department.

7. Several canadian journalists attended the game between seattle and san francisco at the king dome arena on tuesday night.

8. In addition to their places of business on portage avenue and on broadway, they now have a store in a new building on smith street.

9. He works at eaton's during the day and attends classes at night school during the evening.

10. Before she was hired by success business college in kansas city she had spent a year teaching at a junior high school in indiana.

Check your answers.

If you made more than four mistakes in the above exercise, see your instructor before you start Lesson 4.

LESSON 4

REMEMBER

a) Capitalize brand names. That is, capitalize the name of the brand, but do NOT capitalize the product.

Examples

She bought a box of Kleenex tissues.
He drives a Ford stationwagon.

SPECIAL PROBLEMS

a) Do NOT capitalize the names of animals, birds, fish, flowers, and trees.

Examples

Every year, she plants asters and French marigolds. (The word French is capitalized because it indicates nationality.)

Would you rather own a toy poodle or a German shepherd? (The word German is capitalized because it indicates nationality.)

Are there any rainbow trout in this river?

b) Do NOT capitalize ex-, elect, former, or late when used with a title.

Examples

We talked to ex-Mayor Campbell.
Senator Bill Bennett is the son of former-Senator W.A.C. Bennett.

#4A: Copy the following sentences carefully, writing capital letters where needed.

1. He sold his ford station wagon and bought a volkswagen bus.

2. She bought a bottle of heinz ketchup and a box of old dutch potato chips.

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3. She was admiring the chrysanthemums in dr. martin's front garden.

4. The african violet is one of the most popular house plants in canada and the united states.

5. She cannot decide whether to buy a cocker spaniel, a dachshund, a french poodle, or a german shepherd.

6. He gave the cod to your mother and the sockeye salmon to aunt sally.

7. He always parks his honda motorcycle near the oak tree.

Check your answers.

If you made no more than three mistakes in the above exercise, go on to Lesson 5.

- BUT -

If you made more than three mistakes, review Lesson 4 before you do #4B.

#4B: Copy the following sentences carefully, using capital letters where needed.

1. Your aunt and uncle particularly liked the chinese forget-me-nots that they saw at manning park.

2. Their next-door neighbor, who is the assistant manager of the local branch of the bank of arizona, always wears a warren k. cook suit, an arrow shirt, and hartt shoes.

3. Your mother said that uncle bill caught only one rainbow trout during his vacation in colorado last summer.

4. The two apple trees and the honeysuckle bushes that dr. jardine planted last august did not survive the winter.

5. The manager of the ritz hotel told mr. harrison that there are not any northern goldeye in this lake.

6. On monday afternoon, someone left a carton of peter jackson cigarettes on the desk in mrs. carter's office.

7. Did i show you and harry my father's photographs of a black rhinoceros?

8. The westinghouse refrigerator that aunt betty bought in the spring of 1969 is still running well.

9. Their daughter is in her second year at high school, and their son is taking a course in refrigeration at kuskokwim community college.

Check your answers.

If you made more than four mistakes in the above exercise, see your instructor before you start Lesson 5.

LESSON 5

The following exercise reviews everything that has been covered in this chapter. Do it very carefully.

#5: Copy the following sentences carefully, using capital letters where needed.

1. Last year mrs. graham spent thanksgiving day with her daughter-in-law in quebec.

2. Last spring, the principals of three anchorage high schools drafted a letter to the alaska department of education.

3. On thursday evening, your aunt and my mother went to a restaurant that is famous for its ukrainian cooking.

4. She went to the store to buy a dozen granny smith apples, a loaf of toastmaster bread, and a jar of robertson's marmalade.

5. He will spend the summer in norway and fall in either france or italy.

6. During the spring, uncle charlie spent many hours in yellowstone national park taking photographs of squirrels and chipmunks.

7. The congo, which flows into the atlantic ocean, is one of the most important rivers in africa.

8. The assistant manager said that the next shipment of english and french novels would be arriving in july.

9. His wife works as a cocktail waitress in the lounge at the westminster hotel, and his sister is a nurse at shaughnessey hospital.

10. Someone from the library telephoned dr. dobson to notify him that his copy of east of eden had arrived.

11. Several american dentists have attended the last few meetings held by canadian dental health association at 89 wellington st., toronto, ontario.

12. Your uncle always receives birthday cards, christmas presents, and father's day gifts from his children.

Check your answers.

If you made no more than 5 mistakes in the above exercise you have successfully completed this topic.

TOPIC D : END PUNCTUATION

There are 4 kinds of sentences, and each kind ends with a specific punctuation mark.

--A declarative sentence makes a statement. It gives information. It should end with a period.

There was an earthquake in Alaska in 1964.

--An interrogatory sentence aks a question. It should end with a question mark.

Have there been any more earthquakes since then?

--An exclamatory sentence expresses strong feeling. It shows surprise, excitement, or fear. It should end with an exclamation point.

I think I feel an earthquake starting right now!

--An imperative sentence gives a command. It should end with a period or an exclamation point.

Stay away from the tidal wave!

#1. Read page 50 in Basic Skills in Grammar, Book I. Do exercise B on page 51.

#2. Do frames 1698-1721 in English 2200, starting on page 16.

#3. To review the use of capital letters and end punctuation, turn to page 95 of English Workshop. Read the examples at the top of the page, and then copy exercises 1-6, adding the correct punctuation and capitalization. Correct your work, and see your instructor if you are having trouble.

TOPIC E : WRITING WITH IMAGINATION

The picture below is called an inkblot. What do you see when you look at it? You may say you don't see anything. Look again and use your imagination. The more you look at the inkblot the more you will see. The other students in your class may see different things. Why do you think people can look at the same thing and see different things?

In the inkblot shown above some people have seen statues, birds pecking at food, a butterfly, a flower and two pelicans. What else did you see?

#1. In this writing exercise you will make your own inkblot. Write about what you see in it and make up a story. Be sure to write in complete sentences and check to make sure your capitalization and end punctuation are correct. This assignment should be one page in length. Staple your inkblot to your written assignment.

TOPIC F : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

Thrust: Read "All Summer in a Day" on page 14. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus: Read "The Man Who Rode the Bear" on page 148. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 2 test if you have completed all the assigned work and can do the following:

A. Define and spell all fifteen vocabulary words; define and use synonyms, antonyms, and homonyms.

B Define and identify in a sentence all eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

C. Use capital letters correctly.

D. Identify declarative, interrogatory, exclamatory, and imperative sentences, and put the correct punctuation at the end of them.

E. Write a paragraph using capital letters and end punctuation correctly.

READY? OK, DO UNIT TEST 2 A.
NOT READY? SEE THE CHART BELOW FOR ADDITIONAL WORK.

	TOPIC	SOURCE	PAGES
A:	Synonyms, Antonyms, & Homonyms	Troubleshooter: Book 4, Word Mastery	9-14, 15-26
		Better & Faster Reading	76-88
		Increase Your Vocabulary, Book 1	22-26, 55
		Increase Your Vocabulary, Book 2	26-38
		Dictionary Studies	28, 39
		Work-A Text in English, I	28
B:	Parts of Speech	English Grammar & Composition	3-32
		Basic Skills in Grammar, Book 1	4-6, 10-14, 17-22
		Basic Skills in Grammar, Book 2	2-21
		Basic English Review	9-22
		Business English Essentials	4-19

TOPIC	SOURCE	PAGES
C: Capitalization	English Grammar & Composition	478-493
	English 2200 frames-	2116-2249
	Business English Essentials	67-69
	Basic English Review	189-194
	Basic Skills in Grammar, Book 1	119-120
	Basic Skills in Grammar, Book 2	105-108
	English Workshop	105-112
D: End Punctuation	English Grammar & Composition	494-496
	Troubleshooter: Book 6 - Punctuation Power	1-10
	English Workshop	93-94
	Basic English Review	2,169-171 175, 177
	Business English Essentials	57-59

UNIT THREE

A Vocabulary and Spelling

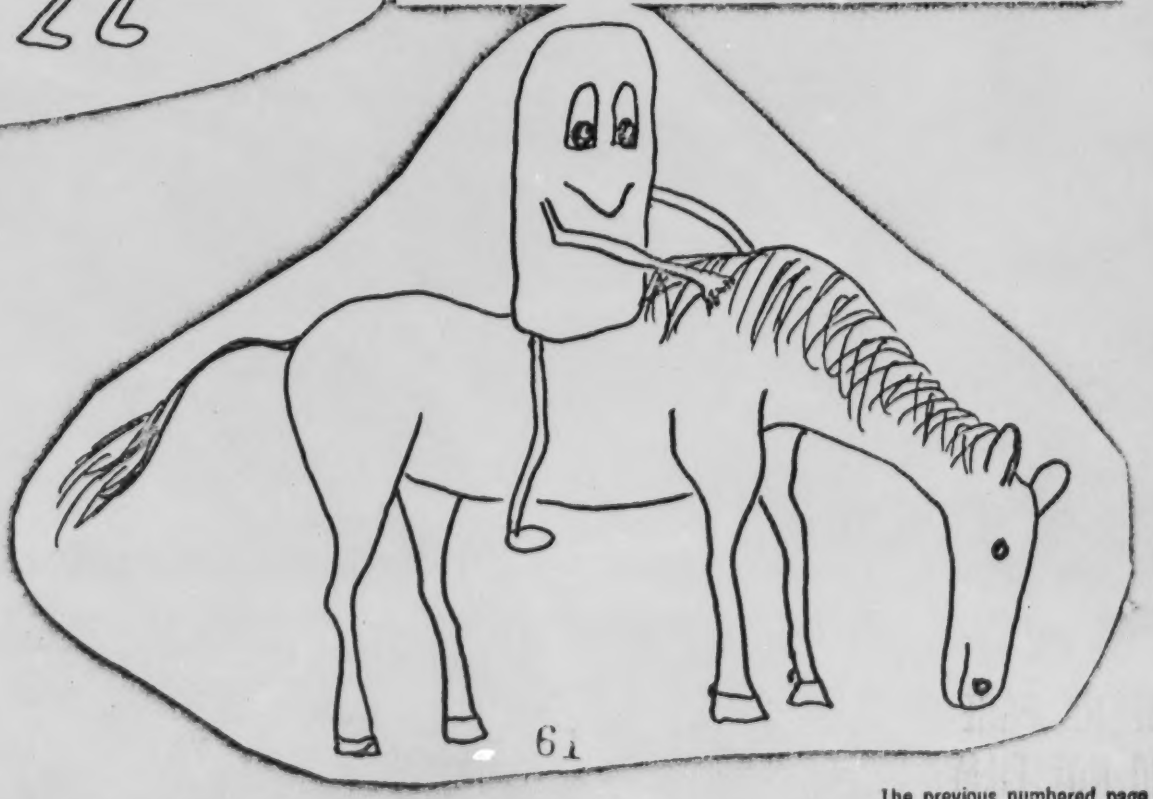
B Subject and Predicate

C Complete Sentences and Fragments

D Run-On Sentences

E Writing a News Story

F Reading Assignment



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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

basic	essential
express	clarity
fragment	avoid
independent	compose
source	casual
concise	compound
detail	appropriate
accompany	

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Practice spelling the words from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

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TOPIC B : SUBJECT AND PREDICATE

There are two basic parts in every sentence, a subject and a predicate. The subject is who or what the sentence is about, and the predicate tells what the subject is or does.

Subject	Predicate
Alice	sings.
They	are laughing.

In the exercises below, you will learn to find the subject and predicate in a sentence. Remember the parts of speech that you learned in Unit 2 and be sure to choose a verb as the simple predicate and a noun or pronoun as the simple subject.

Answers for all exercises are at the back of this book.

LESSON 1

REMEMBER

a) A word that tells you what someone or something does or did is called a verb.

Example: Frank left the room. (The word left tells you what Frank did. Therefore the word left is a verb.)

b) Most verbs express action.
Sometimes this action is an action of the body.

Example: He threw the ball.

Sometimes the action is an action of the mind.

Example: He thought about the problem.

c) The subject of a sentence is the person or thing that performs the action.

Example: John opened the door. (The word opened is a verb. The person who opened something is John. John performed the action. Therefore the word John is the subject of the verb opened.)

#1A: Find the subjects and verbs in the following sentences and write them on another piece of paper. Be sure to label which is the subject and which is the verb.

1. The lawyer arrived in Nome yesterday.

2. His secretary left for Anchorage this morning.

3. The truck driver shook his fist at the pedestrian.

4. The airplane landed at exactly three o'clock.

5. Mrs. Simpson goes into town once a week.

Check your answers.

If you correctly identified the subject and verb in at least 4 of the above sentences, skip #1B and start Lesson 2.

- BUT -

If you correctly identified the subject and verb in less than 4 sentences, do exercise #1B.

#1B: Find the subjects and verbs, and label them on another piece of paper.

1. The doctor examined the patient.

2. David needs a haircut.

3. Karen polishes the floor twice a week.

4. She opens her husband's mail.

5. Her parents live in the United States.

Check your answers.

If you correctly identified the subject and verb in at least 4 of the above sentences, start Lesson 2.

If you correctly identified the subject and verb in less than 4 sentences, see your instructor.

LESSON 2

In Lesson 1, you were introduced to verbs that express action. However, some verbs do not express action.

In this lesson you will be introduced to two very important verbs. One, the verb to be, does not express action; it expresses a state of being. The other, the verb to have, sometimes expresses action, but usually expresses possession.

Examples

Mrs. Williams has two children.
Mr. Simpson is a fireman.

The following forms of the verb to have will appear in sentences in this lesson; has, have, had.

Examples (subject underlined once; verb underlined twice)

Jack has a cold.
All the men have application forms.
Her two daughters had chicken pox last year.

The following forms of the verb to be will appear in sentences in this lesson: am, is, was, were.

Examples

I am a member of the stamp club.

Her brother is a plumber.

The children are at the library.

His wife was in Montreal.

The tools were in the garage.

#2A: Find the subjects and verbs, and label them on another piece of paper.

1. Fred's brother is the owner of a grocery store.

2. Many people were at the ticket office this morning.

3. We have time for a sandwich and a cup of coffee.

4. They are in the bottom drawer of the desk in your room.

5. She has a birthday present for your sister's husband.

Check your answers.

If you did not make any mistakes, start Lesson 3.

- BUT -

If you made a mistake, review Lesson 2 and then do #2B.

#2B: Find and label the subjects and verbs.

1. He is the manager of the camera department at Eaton's.

2. These shirts have bloodstains on them.

3. A tall young man entered the room.

4. It was on the top shelf of the cupboard in the garage.

5. Three very old women are in the waiting room.

Check your work.

If you correctly identified the subject and verb in at least 4 of the above sentences, start Lesson 3.

If you correctly identified the subject and verb in less than 4 sentences, see your instructor before you start Lesson 3.

LESSON 3

Verb Phrases

A verb phrase consists of a main verb and the helping verb(s) that accompany the main verb.

Examples (verb phrases underlined)

She was waiting for him.
You could have waited a few minutes longer.
They should have been finished by now.

#3A: Find and label the subjects and verbs.

1. The children were watching their favorite program.

2. He must have been thinking of someone else.

3. You should have entered the contest.

4. Charlie's wife had seen the movie three times before.

5. We shall be driving to Courtenay tomorrow.

Check your answers.

If you correctly identified the subject and verb or verb phrase in at least 4 of the above sentences, skip #3B and start Lesson 4.

- BUT -

If you correctly identified the subject and verb or verb phrase in less than 4 sentences, see your instructor. Then do #3B.

#3B: Find and label the subjects and verbs.

1. The Robertsons are living in an apartment on Garfield Avenue.

2. Your students may use the equipment in Mr. Simpson's office.

3. Sandra might be leaving on the three o'clock train.

4. She could have been spending a pleasant weekend at the lake.

5. Any other firm could have done the job for less money.

LESSON 4

COMPOUND SUBJECTS

In each sentence in the first three lessons, the verb had only one subject.

Example: Her father works at Eaton's. (The subject of the verb works is father.)

In this lesson, some of the sentences will contain more than one subject.

Example: Bob and Harry work at Eaton's. (The subjects of the verb work are the words Bob and Harry.)

When a verb has more than one subject, the subjects are connected by the word and or the word or.

Examples (subjects underlined)

Jim and Frank are in the library.
Jim or Frank is in the library.
Mary, Wilma, and Harry are in the library.

A compound subject consists of two or more words connected by the word and or the word or.

#4A: Find and label the subjects and verbs.

1. The books and the magazines fell onto the floor.
2. Old people, women, and children will get into the stadium free of charge.
3. Janet and Jerry are visiting relatives in Edmonton.
4. She or I would have accepted the invitation to the dance.
5. Sebastian and I will be at the library until quite late this evening.

Check your answers.

If you correctly identified the subject(s) and verb(s) in at least 4 of the above sentences, skip #4B and start Lesson 5.

- BUT -

If you correctly identified the subject(s) and verb(s) in less than 4 sentences, see your instructor. Then do #4B.

#4B: Find and label the subjects and verbs. Write the letter S above the subjects(s) of each verb.

1. Mrs. Morgan, Miss Chevalier, and Mr. Swan gave speeches at the meeting last night.

2. These cups and saucers are on sale until the end of the week.

3. Harry, Veronica, or you should have been waiting for us at the entrance to the theater.

4. Several young children had been playing with matches behind the garage.

5. You and your friend were sitting in the wrong seats.

Check your answers.

If you correctly identified the subject(s) and verb(s) in at least four of the above sentences, start Lesson 5.

If you correctly identified the subject(s) and verb(s) in less than four sentences, see your instructor.

LESSON 5

SENTENCES CONTAINING MORE THAN ONE VERB OR VERB PHRASE

In the first four lessons, each sentence contained only one verb or verb phrase. These sentences will contain more than one verb or verb phrase.

Examples

John rose to his feet and left the room.
They have left Campbell River and will arrive in Victoria this evening.

#5A: Find and label the subjects and verbs. Do not write in this book.

1. He walked across the room and opened the door.

2. They have arrived in Terrace and will be staying here until the day after tomorrow.

3. A pill dispenser, a rusty old razor, and several empty bottles were on the bottom shelf of the cabinet in the bathroom.

4. She must have risen and left before six o'clock.

5. We searched the area very thoroughly but found nothing.

Check your answers.

LESSON 6

In the first five lessons, most of the sentences contained subjects that were right next to the verbs.

Example: Her brother lives in Trail. (The subject brother is right next to the verb lives.)

Sometimes, a phrase comes between the subject and the verb.

Examples:

1. The owner of this restaurant lives on Sargent Avenue.

   (The verb is the word lives. To find the subject ask yourself who or what lives. The answer is the owner. In this sentence, the subject owner is separated from the verb lives by the phrase of this restaurant.)

2. The manager of the store interviewed your brother.

   Subject, manager; Verb, interviewed; Phrase, of the store

3. The girl in the yellow dress works in our office.

   Subject, girl; Verb, works; Phrase, in the yellow dress

4. Someone from Barrow visited the college yesterday.

   Subject, someone; Verb, visited: Phrase, from Barrow

#6A: Find and label the subjects and verbs. Do not write in this book.

1. The driver of the truck apologized to the owner of the car.

2. The key to this door is in the top drawer of my desk.

3. The odor of cigar smoke pleases some people but irritates others.

4. A very large parcel arrived at their house early this morning.

5. His former employer wrote a letter of recommendation for him.

6. The winner of the contest will receive a new car or two thousand dollars in cash.

7. The men are expecting a raise in pay.

8. All the members of the family have entered the contest.

Check your answers.

LESSON 7

In the first six lessons, the subjects of the sentences usually appeared near the beginning of the sentences. Sometimes, however, a phrase will come before the subject of the sentence. Read the following two sentences.

We stayed at home.

Because of the bad weather, we stayed at home.

In each of the above sentences, the verb is the word stayed and the subject of the verb is the word we.

Examples

1. Since the end of the war, he has seen Jean only once.

   Subject, he; Verb, has seen

2. During the early hours of the morning, she wrote several letters to members of the family.

   Subject, she; Verb , wrote

3. After breakfast, they went to the airport.

   Subject, they; Verb, went

#7A: Find and label the subjects and verbs. Do not write in this book.

1. In the middle of the third act, the author of the play left the auditorium.

2. The doctor will be performing the operation on Mrs. Lambert this evening or tomorrow morning.

3. Early this morning, someone entered the garage and took several sets of tools.

4. From the front balcony of the professor's house, he could see the entrance to the bank.

5. The earthquake destroyed most of the buildings in the town and caused considerable damage to nearby farms.

Check your answers.

LESSON 8

In the sentences in the first seven lessons, the subject always came before the verb. Sometimes, however, the verb comes before the subject.

Examples

1. There are (V) two pens (S) on the table. (This is the same as saying: Two pens (S) are (V) on the table.)

2. In the middle of the forest was (V) an old cabin (S).
   (This is the same as saying: An old cabin (S) was (V) in the middle of the forest.)

3. Here is your hat.

   Subject, hat; Verb, is

4. In the top drawer of his desk was a photograph of his former wife.

   Subject, photograph; Verb, was

5. There are some cookies on the table in the kitchen.

   Subject, cookies; Verb, are

6. Was there any money in his wallet?

   Subject, money; Verb, was

In sentences that ask questions, the subject will often come between a helping verb and the main verb.

Examples

	V	S	V	
1.	Has	he	finished	his work?

(The verb is has finished. The subject he comes between the helping verb has and the main verb finished.)

2. Will she be seeing him today?

   Subject, she; Verb, will be seeing

3. Have her parents sold their house?

   Subject, parents; Verb, have sold

4. Did you watch the program about South America?

   Subject, you; Verb, did watch

#8: Find and label the subjects and verbs.

1. Will he be running for election this fall?

2. There are two books by this author in the library on William Avenue.

3. Were there any pineapples in the last shipment of fruit and vegetables?

4. Has the manager cancelled his appointment with Dr. Ross?

5. Here are his coat, gloves, and scarf.

6. In a paper bag at the bottom of the trunk was an old revolver.

7. During the past few weeks, there have been several accidents at that intersection.

8. Have Mrs. Pepin and Miss Meredith been working on their report?

Check your answers.

If you correctly identified the subjects and verbs in at least six of the above sentences, start Lesson 9.

If you correctly identified the subjects and verbs in less than six sentences, see your instructor before you start Lesson 9.

LESSON 9

Find the verb in the following sentence, and try to figure out what the subject is.

Give Mrs. Jenkins a copy of this book.

The verb in the above sentence is the word give. The sentence is an order. The sentence is actually saying: You give Mrs. Jenkins a copy of this book.

However, when we give orders, we leave out the word you. The word you, which is the subject of the sentence, is understood.

Here is another sentence. Find the verb, and figure out what the subject is.

Bring me a cup of coffee.

The verb in the above sentence is the word bring. The subject of the verb bring is you (understood).

#9: On another piece of paper, write the subjects and verbs of the sentences below.

Examples

a) Return the book to the library on Monday.
V
S
Subject, you (understood); Verb, return

b) More information about the equipment will be arriving in next week's mail.
S V V
V

Subject, information; Verb, will be arriving

1. Stack the empty cartons by the garbage cans in the back yard.

2. Will he be leaving the province before the end of the month?

3. After dinner, offer the guests coffee and liquors.

4. Distribute copies of these letters among the members of all departments.

5. Before the end of the week, remove all signs from the walls of the building.

TOPIC C : COMPLETE SENTENCES AND FRAGMENTS

Usually, ideas should be written in complete thoughts or sentences. Incomplete sentences are called fragments. In this topic, you will review the difference between sentences and fragments.

REMEMBER

To be a sentence, a group of words must:

a) express a complete thought
   AND
b) contain both a subject and a verb.

A word group that does not contain both a subject and a verb is a fragment. A fragment does not express a complete thought.

Examples

In a corner of the room next to the book case.
(This word group does not contain a verb. Therefore it is a fragment.)

And filled in the form with the necessary information.
(In this word group, there is a verb (filled), but there is not a subject (i.e. there is not a word that tells you who filled something.) Therefore the word group is a fragment.

Frank filled in the form with the necessary information.
(This word group contains both a subject (Frank) and a verb (filled). The word group expresses a complete thought, and it is therefore a sentence.

Wash your hands.
(This word group contains a verb (wash). The subject of the verb is you (understood). The word group expresses a complete thought, and it is therefore a sentence.)

Practice

Read each of the following word groups carefully. If the word group is a sentence, write the word sentence in your exercise book. If the word group is not a sentence, write the word fragment.

1. On the arms of the chairs and also on the carpet.

2. That is very interesting.

3. And took the children to the movie at the Odeon Theater.

4. Having finished his work, he went home.

5. Go to bed.

6. The girl standing by herself in a corner of the room.

Answers: 1. fragment 2. sentence 3. fragment
4. sentence 5. sentence 6. fragment

If you made any mistakes in the above practice exercise, see your instructor before you do #1.

#1: Read each of the following word groups carefully. If the word group is a sentence, write the word sentence in your exercise book. If the word group is not a sentence, write the word fragment.

1. While he was mowing the lawn, his wife weeded the flower bed.

2. Then spent an hour trying to open the safe.

3. Leading a donkey down the path to the river.

4. That is ridiculous.

5. In the large paper bag on the kitchen table.

6. Arrived in Juneau on Tuesday and stayed there until Friday.

7. The death of the President caused much sorrow throughout the land.

8. Brush your teeth.

9. And placed a stamp on the envelope.

10. A coin lying on the ground under the bench.

11. On the front steps, on the lawn, and even in the garage.

12. Looking very angry, he jumped to his feet and walked towards the door.

13. The telephone on the desk in the manager's office.

14. In the middle drawer of the desk was a box of cartridges.

15. Slid down the drainpipe and ran across the yard.

Check your answers.

#2: Read each of the following word groups carefully. If the word group is a sentence, write the word sentence in your exercise book. If the word group is not a sentence, write the word fragment. Then change the fragment into a sentence by adding a subject or verb, as needed.

1. A man leaning against the stop sign at the corner of the street.

2. Tickets for the game will be on sale at nine o'clock tomorrow morning.

3. Then watched his friend trying to close the trunk.

4. Under the pile of old clothes was a bundle of bank notes.

5. Bought the car in August and sold it in September.

6. Holding the envelope up to the light.

7. Because she was not feeling well, she went home.

8. The carton under the table by the door.

9. In the wastepaper basket next to the desk.

10. Walking through the park, we discussed the problem and agreed on a solution.

11. Dry the dishes.

12. And borrowed five dollars from his sister.

13. Walked across the grass and then sat down on a bench.

14. That was not funny.

15. In the bottom drawer of his desk, in the right hand pocket of his overcoat, and also in the glove compartment of his car.

Check your answers.

If you did not make any mistakes in the above exercise, you have successfully completed this topic.

- BUT

If you made a mistake in the exercise, see your instructor, then do exercise #3.

#3: Read each of the following word groups carefully. If the word group is a sentence, write the word sentence in your exercise book. If the word group is not a sentence, write the word fragment. Then change the fragment into a sentence by adding a subject or verb, as needed.

1. Selling a pound of butter to one of the customers.

2. Under one of the tables in the library.

3. Hang up your coat.

4. Sat on the grass and watched the game of football.

5. Cartons for these appliances are in the room at the back of the shop.

6. The umbrella leaning against the wall in the front hall.

7. And took his dog for a walk.

8. Sitting on a bench in the park, they ate lunch and then talked about their summer vacation.

9. The gloves on the table in the kitchen.

10. In the linen closet, in the bathroom cabinet, and also in a trunk in the attic.

11. This is very easy.

12. Next to the filing cabinet was a box of books.

13. Then listened to his friend trying to explain the story.

14. Unless the weather improves, we shall stay at home.

15. Entered the country in May and left again in July.

Check your answers.

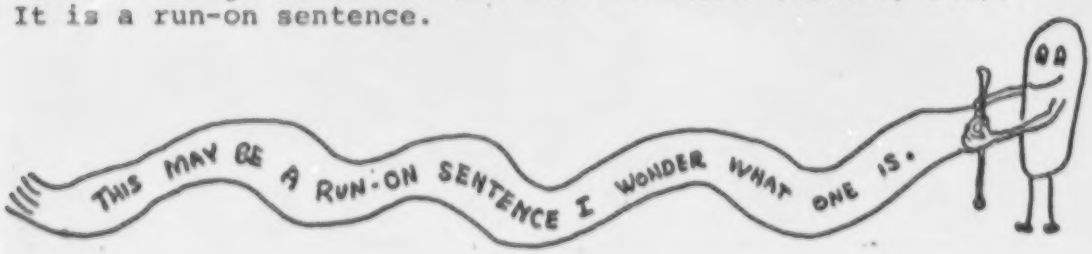
TOPIC D : RUN-ON SENTENCES

In the last topic you learned that when a group of words with less than one complete thought is punctuated as one sentence, it is called a fragment.

In this topic, you will study the opposite problem. When a group of words has more than one complete thought, but is punctuated as one sentence, it is called a run-on sentence.

Example: I turned off the light it was dark.

This sentence has two independent, complete thoughts, with two subjects (I and it) and two verbs (turned, was). It is a run-on sentence.



THE COVER-UP TEST

To identify a run-on sentence, ask yourself this question:

> Could the sentence be divided into two or more complete, independent thoughts, without removing or adding any words?

If the answer is "yes", you have a run-on sentence.

Example A: Martha sings she is happy.
Example B: Martha sings when she is happy.

With your hand, cover up the first part of sentence A. Do you have a complete, independent thought left?___ Now cover up the second part of Sentence A. Do you have another complete independent thought left?___ The answer to both these questions is "yes", so sentence A is a run-on sentence.

With your hand, cover up the first part of sentence B. Do you have a complete, independent thought left?___ Now cover up the second part of sentence B. Do you have a complete, independent thought left?___ The answer to one of these questions is "no", ("when she is happy" is not a complete, independent thought), so sentence B is not a run-on sentence.

You can correct a run-on sentence in two ways:

1. SEPARATE the two sentences. Add a period and a capital letter.

   Wrong: I turned off the light it was dark.

   Right: I turned off the light. It was dark.

2. JOIN the two sentences correctly.

   a. Add a comma and a conjunction.

      Wrong: I turned off the light it was dark.

      Right: I turned off the light, and it was dark.

   b. Add a semicolon between the two thoughts.

      Wrong: I turned off the light it was dark.

      Right: I turned off the light; it was dark.

Two errors to watch for:

1. Do not correct a run-on sentence by putting a comma between two complete thoughts.

   Wrong: I turned out the light, it was dark.

   Right: I turned out the light. It was dark.

   However, you can use a comma to join two thoughts, if one of the thoughts is not complete by itself.

   Wrong: When I turned out the light. It was dark.
   Right: When I turned out the light, it was dark.

   It is correct to use a comma in this sentence since "When I turned out the light" is not a complete independent thought.

2. Do not call a sentence with one complete, independent thought and one dependent thought a run-on sentence.

   Wrong: He put on his jacket. When he was cold.

   Right: He put on his jacket when he was cold. This is not a run-on sentence because it cannot be separated into two sentences. "When he was cold" is not a complete independent thought.

#1. Practice finding run-on sentences by doing frames 1590 - 1650 in English 2200.

#2. Review the ways of correcting a run-on sentence by reading pages 42-43 in Basic Skills in Grammar, Book 1.

#3. Test the following sentences for correct form by asking yourself:

a) Is this a complete thought, or two or more thoughts correctly combined? Write complete sentence on your paper.

b) Is this an imcomplete thought? Write Fragment.

c) Is this two or more complete thoughts incorrectly combined? Write run-on. (Remember to use the "cover-up" test described at the beginning of this topic.)

1. Brian is unable to leave the hospital until all his stitches have been removed.

2. The driver who parked near the intersection.

3. The students will have two days off, the teachers will go to the convention.

4. This box should not be thrown out, it can be used to store our winter clothes.

5. Rain is very necessary for growing plants, but it hampers the harvesting of the crops in the fall.

6. He inquired about the missing parcel, it had been delivered to the wrong house.

7. At the first hint of rain while we were out on the lake.

8. Dogs have fleas.

9. If the skiing conditions improve by the weekend, there will be many people on the slopes.

10. When you are preparing the sauce, add enough nutmeg it is the most important ingredient.

TOPIC E : WRITING A NEWS STORY

The newspaper is an important source of information. A news article is usually brief and concise. A news story should answer six important questions--who, what, where, when, how, and why. A news story should be factual. Opinions should be limited to the editorial page. Below is an example of a well written news article.

Fisherman's 313 Pound Halibut Causes A Stir

By MIKE CAMPBELL
Times Sports Writer

Down in Homer, they're still talking about how old Brady Young's halibut was.

That's the only mystery left, the only thing that can keep Brady and his father Ken spinning the tale of how they boated a 313-pound halibut the evening of May 25.

"That dang thing must be 100 years old," Ken Young says flatly. "That's what they say, about 30 years for every 100 pounds."

Brady, his 19-year-old son, probably lost a few pounds while subduing the fish in a battle that lasted close to five hours.

At first the contest was terrifically one-sided. The halibut, a 9/0 hook firmly lodged in its mouth, burned off yard after yard of Brady's 80-pound test line like a marlin on a fly rod.

"Keep your thumb on it, keep your thumb on it," Ken urged.

It stung like mad, but Brady planted his thumb on the spinning spool. Before long, though, he saw the spool — only a few more turns of line remained. In the water already was enough line to stretch across two football fields.

"Turn him," Ken said, hopefully.

And Brady did.

But that didn't end the Youngs' trouble. The trip had been a combination pleasure cruise and fishing venture. The Youngs, who operate Silver Fox Charter Boats out of Homer, were mostly trying out their new boat.

They hadn't planned on anything this size and, consequently, had failed to bring along a gun.

To the rescue came a friend, Frank Kemple, and his gun.

So when the halibut came up alongside the Youngs' boat, they shot it. The first shot seemed only to stun the fish. The second sent it on a bee-line straight for the bottom.

Another couple hours of straining by Brady got the fish back near the boat again and the men finally got the big fish aboard.

Measurements back at the dock showed the fish to be 89 inches long, with a girth of 64 inches. Ken sliced it into four huge chunks, froze it and went out looking for hungry friends.

"The biggest one before that this year was 184 pounds," said Ken. "We had a 255-pounder last year. But there just won't be one bigger than that this year."

11. During their holidays in the Maritime Provinces, the visitors from North Dakota found the salt sea air very invigorating.

12. Sit down.

13. Several dents on the car that was parked in their garage.

14. The Queen spent three days in Scotland, then she returned to London.

15. Dogs that chase bicycles are dangerous.

16. During the moment of silence after the conclusion of the speech by the ambassador from Finland.

17. On the tray were glasses, ice, and a jar of olives.

18. Because he has stopped working on Saturdays.

19. Some vegetables are shipped from British Columbia, others are imported from California.

20. Shouting at the top of his voice, trying to attract the guard's attention.

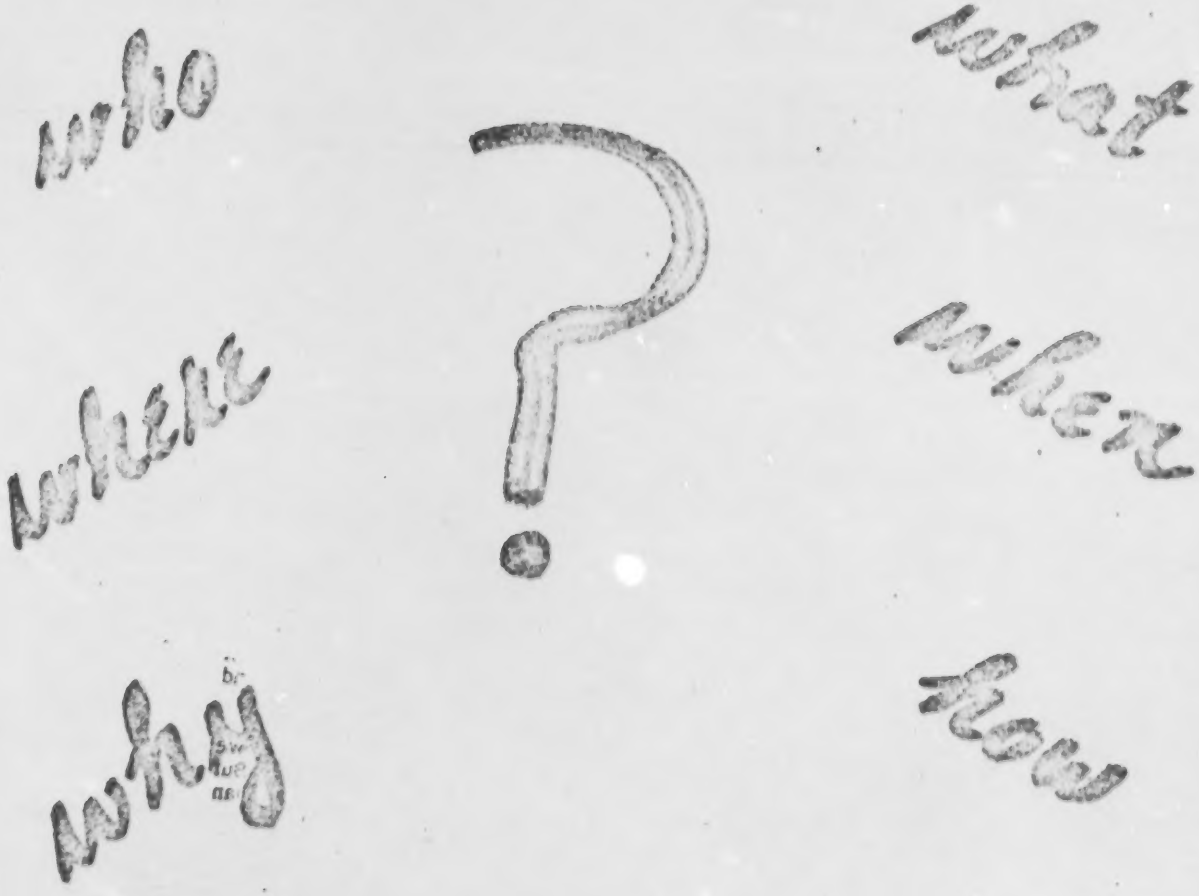
21. Listening to a detailed explanation.

22. After the police officer had spoken to the mother of the boys, he returned to his car.

23. I bought a print of a painting by Edgar Degas, he is one of my favorite painters.

24. You must keep to the path, or you will lose your way.

#1. You will write your own news article based on a real or fictional event that took place in your village. Remember to answer who, what, where, when, how and why in your article. Make sure that your sentences are complete. Your news article should be at least one page in length.



TOPIC F : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA: Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

Thrust : Read "Unexpected Rewards of Virtue" by page 329. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus : Read, "Journey into a Tomb", on page 211. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 3 test if you have completed all the assigned work and can do the following:

A. Define and spell all 15 vocabulary words.

B. Find each subject and verb in a sentence, including helping verbs.

C. Recognize the difference between a simple sentence and a fragment, and be able to change a fragment to a simple sentence.

D. Identify and correct run-on sentences.

E. Write a news story including the six essential points that a news story must cover.

READY? OK, DO UNIT TEST 3.
NOT READY? SEE THE CHART BELOW FOR ADDITIONAL WORK.

TOPIC	SOURCE	PAGES
B: Subject and Predicate	Troubleshooter: Book 5, Sentence Strength	1-42
	English Workshop	29-38
	English Grammar & Composition	35-47
	English 2200 frames-	58-146
	Basic English Review	3-4,68-69
	Basic Skills in Grammar, Book 1	28-31
	Basic Skills in Grammar, Book 2	27-28,33-39
C: Complete Sentences & Fragments	Troubleshooter: Book 5, Sentence Strength	43-57
	Basic Skills in Grammar, Book 1	39-41
	English 2200 frames-	1527-1588
	English Grammar & Composition	206-212
	English Workshop	85-92
D: Run-On Sentences	English Grammar & Composition	216-217
	Work-a-text in English	12
	Basic Skills in Grammar, Book 2	70
	English Workshop	95-98

UNIT FOUR

A	Vocabulary and Spelling
B	Plurals, Possessives, and Contractions
C	Pronouns
D	Writing a Character Sketch
E	Reading Assignment

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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

possession
contract
refer
profile
character
element
gesture
trait
unique
incident
insight
summary
represent
format
opinion

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Practice spelling the words from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a simple sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

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TOPIC B : PLURALS, POSSESSIVES, AND CONTRACTIONS

One of the most common mistakes in writing is to put an apostrophe in a word where it does not belong. In this topic you will learn the correct way to write and spell plurals, possessives, and contractions. Review these forms by doing the exercises below.

Caution: Do not ever use an apostrophe to form the plural of a noun. An apostrophe shows ownership (in possessives) or that letters have been left out (in contractions).

#1. Plurals show that you are talking about more than one. Practice forming plurals by reading pages 31-32 of Basic English Review. Do the exercise on page 34.

#2. Possessives show ownership. Practice forming possessives by doing frames 1915-1948 in English 2200.

#3. Contractions are a shortened form of two words. Practice forming contractions by reading the top box on page 104 of Basic Skills in Grammar, Book 1, and doing exercise D on page 105.

You should now have the following rule clearly in mind.

An apostrophe is used in two ways:
1. to form possessives (the dog's dish)
2. to form contractions (don't go)

An apostrophe is never used to form the plural of any noun!

#4. Show your understanding of these spelling rules by copying and completing the following table in your notebook.

SINGULAR	SINGULAR POSSESSIVE		PLURAL	PLURAL POSSESSIVE	
flower	flower's	vase	flowers	flowers'	vase
boy	boy's	house	boys	boys'	houses
box	_____	top	_____	_____	tops
baby	_____	bottle	_____	_____	bottles
radio	_____	dial	_____	_____	dials
calf	_____	mother	_____	_____	mother
child	_____	hats	_____	_____	hats
teacher	_____	pencils	_____	_____	pencils
hotel	_____	key	_____	_____	keys
monkey	_____	banana	_____	_____	bananas
mother-in-law	_____	pen	_____	_____	pens
deer	_____	horns	_____	_____	horns

#5. Rewrite this paragraph, adding: capital letters
end punctuation
apostrophes

have you ever taken the ferry from whittier to valdez its a trip thats sure to excite a tourists curiosity the ferries go into prince william sound so passengers can see columbia glacier a toot on the ships horn loosens huge chunks of ice that become icebergs if youre lucky youll get to see seals napping on the icebergs

TOPIC C : PRONOUNS

It is not always necessary to repeat a person's name when talking to or referring to that person; similarly we would not repeat the same noun when discussing an object. Nobody says "Where is my book? I saw my book a few minutes ago. My book has a red cover." For variety and clarity we can make a simple substitution. For example:

Where is my book? I saw it a few minutes ago.

There is the man I met. He fixed the tire.

Margaret rides a bicycle to work. She gets lots of exercise.

The children ate popsicles. They have sticky hands.

The words it, he, she and they take the place of book, man, Margaret and children. A word that takes the place of a noun in a sentence is called a PRONOUN.

When we are talking or writing to a person, instead of repeating his name, we use the pronoun you. This makes for more pleasant listening and reading. When we refer to ourselves, we use the pronouns I and we.

Another pronoun is used if we want to change a statement into a question. For example:

The man washed the car. Who washed the car?

Martha fell down the stairs. Who fell down the stairs?

These pronouns are subject pronouns. They are used instead of nouns as the subjects or verbs. The subject pronouns are:

I, you, he, she, we, they, who, it

OBJECT PRONOUNS

A pronoun is an object pronoun if it is an

1. object (or indirect object) of a verb.

   Note: An object of a verb answers the question whom or what?

   Fred saw him. (saw whom? saw him, and so him is the object)

Susan threw it. (threw what? threw it, and so it is the object)

A pronoun is an object pronoun if it is an

2. object of a preposition (of, at, to, over, with, in

See page 136, Basic English Review. for a list of prepositions.

Note: The object of a preposition also answers the question what? or whom?

Shirley went with her. (her is object of the preposition with - with whom?)

He jumped over it (it is object of the preposition over - over what?)

Often the subject or object form of a pronoun comes naturally to most of us because we hear them all the time. For example, you would never say, "Help I!" or "Give it to she." You would say, "Help me!" or "Give it to her." Me is the object of the action of the verb "help", and "her" is the object of the preposition "to".

The object pronouns are:

me, you, him, her, us, them, whom, it

Some Hints in Pronoun Usage

1. Avoid use of a pronoun as a double subject.

Don't write: My father he said that he was 49.
Write: My father said that he was 49.

2. To choose the correct form of the pronoun to follow than or as, complete the sentence.

She is older than (he, him).

Complete the sentence by adding the verb.

She is older than he is.

He becomes the obvious choice - him is doesn't sound right.

3. To choose the correct form of the pronoun having a compound subject or object, leave out the name.

   Jerry and (I, me) went to the bar.

   Leave out Jerry. You wouldn't write me went to the bar, and so I is the correct choice.

4. Replace who with the subject pronouns he or they, and replace whom with the object pronouns him or them. Which sounds right?

   Examples:

   (Who, Whom) did the work?

   Replacing who with he - He did the work - sounds right. REplacing whom with him - Him did the work - doesn't sound right. Who, then, is correct.

   She went to the show with (who, whom).

   Replacing who with he - She went to the show with he - doesn't sound right. Replacing whom with him - She went to the show with him. - sounds right. Whom, then, is correct.

   Sometimes you will have to juggle the words a little, but usually this method will work.

#1: Write the correct word.

1. Come with _____. (I, me)
2. _____ ate the cake. (I, me)
3. John hugged _____ (she, her)
4. _____ caught the salmon. (she, her)
5. The waves splashed _____ (we, us)
6. _____ saw a good movie (we, us)
7. Get directions from _____ (he, him)
8. _____ has been there before. (he, him)
9. The lights shone on _____ (they, them)
10. _____ smiled and waved. (they, them)

#2: Do exercise 25-A, page 47, Basic English Review.

Complements:

The verb to be (am, are, is, was, were) does not take an object, but takes what is called a complement. Complements are in the subject form and take subject pronouns.

Examples:

That is he. (not him)

I thought you were she. (not her)

See page 98, English Workshop, for more examples.

Relative Pronouns

Relative pronouns refer to nouns or other pronouns. They are: who, whom , which, what, and that.

Who and whom refer to people. (see page 54, Basic English Review for correct use of who and whom).

That and which refer to animals and things.

What has nothing to refer to.

Examples:

The dog that I feed is black and white.

What did he say?

I will buy the car which gets the most miles per gallon.

Pete, who plays football, broke his leg.

I gave it to Jan whom I saw downtown.

When you feel you have the relative pronouns straight, try #3.

#3: In your exercise book, write the correct form of the pronoun (who, which, that, what, whom).

1. The committee, _____ met yesterday, turned down our request.

2. The coach has two good linemen _____ he can use this season.

3. I like music _____ has some melody.

4. She saw Jill _____ told her about the party.

5. There goes the bus _____ he was counting on to get him there early.

6. The kittens _____ he rescued are doing fine.

#4: Do exercise 31-A on page 59, Basic English Review.

There are also pronouns which show possession. Some are used to describe a noun (pronoun adjectives) and others are used alone (pronouns).

Possessive pronouns (used alone)	Possessive pronoun adjectives (used with nouns)
mine (Mine is here.)	my (my car)
yours	your (your coat)
his (His is red.)	his
hers	her
its	its
ours	our
theirs	their
whose	whose

For example, we would say "That is my book. It is not hers." or "Puffy is our cat. She is not theirs."

Be careful not to confuse the possessive forms its, your, their, theirs, and whose with the contractions it's, you're, they're, there's and who's. Remember also that the possessive pronouns do not have apostrophes. The form is all that is necessary to show possession.

For example:

That chocolate cake is scrumptious. I like its flavor.

It's painted white, but its paint is peeling on the south side.

There's a beagle like mine; theirs is a bassett hound.

They're packed and ready. Their pack is red.

Who's happy? Whose happiness is most important?

#5: Copy the following sentences in your notebooks, using the correct form of the possessive pronoun.

1. The blue car is _____. (my, mine)
2. Is _____ car blue too? (your, yours, your's)
3. _____ children go to school. (her, hers, her's)
4. _____ is a comfortable apartment. (our, ours, our's)
5. _____ dog likes apples. (their, theirs, their's)
6. My coat is blue; _____ are red plaid. (their, theirs, their's)
7. _____ arms must be tired after carrying the baby for so long. (her, her's)
8. Why can't we leave _____ books on that table? (our, our's, ours)
9. The children didn't know _____ car was parked in front of the house. (who's, whose)
10. The small, white cat is _____. (my, mine)
11. Is _____ cat white too? (your, yours, your's)
12. Because _____ brake slipped, the car rolled down the hill. (its, it's)

#6: Practice differentiating between contractions and possessive pronouns by doing frames 1999-2027 in English 2200.

TOPIC D : WRITING A CHARACTER SKETCH

A character sketch is a profile of a person. Not only is it a physical description, but a description of the person's personality as well. Some elements of a good character sketch include the following:

Give a physical description. What does the person look like? Is there anything about this person's appearance that is worth noting? (a scar, friendly smile, etc.) What do you notice first about this person?

Identify the person. How do you know this person? What is your relationship with this person? (a passer-by, friend, relative, etc.)

Describe characteristic gestures. What helps you to recognize this person? (a way of walking, cocking the head, etc.) Identify the traits which make this person unique

Quote the person. Does this person have a favorite saying? How does she/he speak? (softly, brusquely, etc.) Use a statement that this person might make and describe the voice. (tone, inflection, etc.)

Relate personal experiences. What incidents can you relate about this person which will help the reader to know this person? What insights do you have about this person?

After reading a character sketch, the reader should be able to picture the person described. The reader should feel as though she/he knows the subject of your sketch. This is not to say that two people who characterize the same person will see that person in the same way. Your character sketch will summarize your perceptions about that person.

1. Write a character sketch at least one page in length.

TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

Thrust : Read "Introducing Ellery's Mom" page 28. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus : Read "Woman Without Fear" on page 49. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 4 test if you have completed all the assigned work and can do the following:

A. Define and spell all 15 vocabulary words.

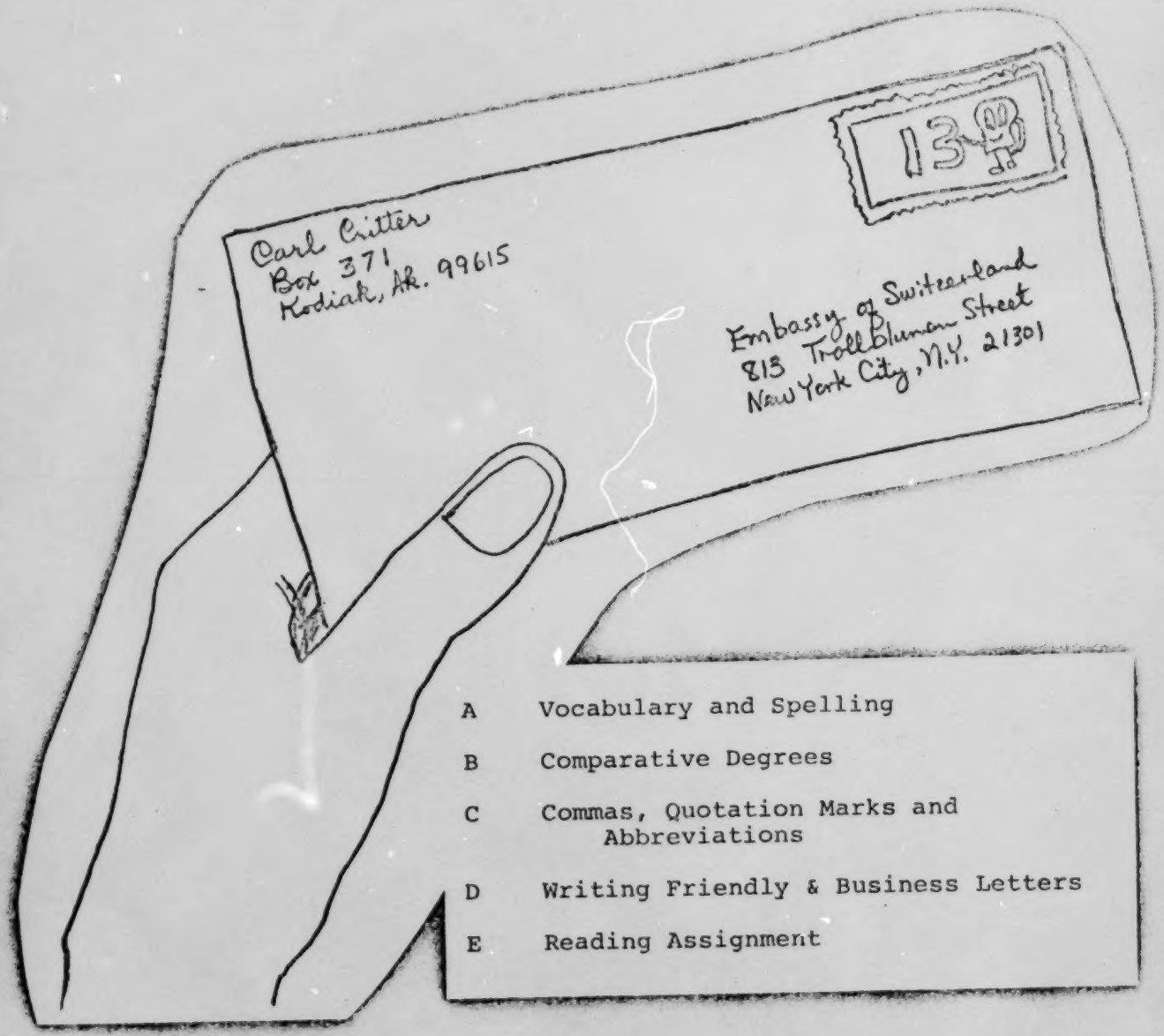
B. Use and write plurals, possessives, and contractions correctly.

C. Use pronouns correctly in a sentence.

READY? OK, DO UNIT TEST 4 A.
NOT READY? SEE THE CHART BELOW FOR ADDITIONAL WORK.

TOPIC	SOURCE	PAGES
B: Plurals Possessives, and Contractions	Business English Essentials	21-26
	Basic Skills in Grammar, Book 1	102-105
	Basic Skills in Grammar, Book 2	94-95
	Troubleshooter: Book 2-Spelling Action	25-36
	Troubleshooter: Book 6 - Punctuation Power	41-54
	Work-A-Text	20,22
	English 2200 frames	1950-1974
	English Grammar & Composition, III	544-554
	English Workshop	1378-1421
	Basic English Review	1117-1284
C: Pronouns	English 2200 frames	1976-1997
	Basic English Review	41-63
	Business English Essentials	27-35
	Basic Skills in Grammar, Book 1	70-72
	English Workshop	137

UNIT



A Vocabulary and Spelling

B Comparative Degrees

C Commas, Quotation Marks and Abbreviations

D Writing Friendly & Business Letters

E Reading Assignment

FIVE

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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. In this unit you will be studying prefixes, rather than whole words. Prefixes are word elements that come before the root word, such as submarine. If you know that the prefix "sub" means "under" then you can guess the meaning of submarine, substandard, subterranean, and many other words beginning with "sub". You should learn the meaning and spelling of each prefix. This topic should be completed in two to three hours.

ante-	inter-	re-
anti-	mal-	semi-
arch-	mono-	sub-
bi-	non-	super-
circum-	post-	trans-
con-	pre-	un-
ex-	pro-	in-

#1. Write down each prefix and define it. If you don't know what a prefix means, use your dictionary. Make sure the entry you use says "prefix" for part of speech. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the prefixes in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Make up 15 words for the Word Bank, each word beginning with one of the prefixes above. Use each prefix once.

#3. Solve a "Scintillating Synonyms" worksheet prepared for Unit 5 by someone else.

#4. Practice spelling the prefixes from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct. For your sample sentences, use one word beginning with each of the prefixes above. Example for the prefix "ante": Your sixteenth birthday antedates your graduation from high school.

TOPIC B : COMPARATIVE DEGREES OF ADJECTIVES AND ADVERBS

Adjectives and adverbs are modifiers. They describe or limit the meaning of another word. Modifiers have three degrees of comparison.

Positive:	big	Evon is big.
Comparative:	bigger	Katie is bigger than Evon.
Superlative:	biggest	Donna Mae is the biggest of all.

Use the comparative degree when comparing two things; use the superlative degree when comparing three or more.

#1. Read pages 173-180 in English Grammar and Composition, III and do the exercises on those pages as you go along.

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TOPIC C : COMMAS, QUOTATION MARKS, AND ABBREVIATIONS

COMMAS

A comma is only a small punctuation mark, but it can make a big difference in the meaning of your sentences. Just for fun, read the sentences below, and you will see how ridiculous your writing can sound if you don't know how to use commas correctly! (Answers at bottom of page)

1. a. What's the latest dope?
   b. What's the latest, dope?
   Both are slang greetings, but which is insulting?

2. a. Do not break your bread or roll in your soup.
   b. Do not break your bread, or roll in your soup.
   Which one will get you wet?

3. a. In the parade will be several hundred children carrying flags, and many important officials.
   b. In the parade will be several hundred children, carrying flags and many important officials.
   Which is easier for the children to carry?

4. a. SENATE GROUP EATS CHICKENS; WIVES, ROAST BEEF.
   b. SENATE GROUP EATS CHICKENS, WIVES, ROAST BEEF.
   Which news headline seems cannibalistic?

Answers: 1-b; 2-b; 3-a; 4-b.

Practice your own use of commas by doing the exercise below.

#1. Read pages 121-128 in English Workshop, and do the exercises on those pages as you go along.

QUOTATION MARKS

All exact words that someone says, thinks or writes must be enclosed in quotation marks (" ").

Examples:

1. She said, "The unit tests are in the filing cabinet."

   The exact words that she spoke are The unit tests are in the filing cabinet, and so these words are enclosed in quotation marks. Note that a sentence needing quotation marks has two parts; one part tells that someone is speaking or writing (in this case she said), and the other part gives the exact words said or written. Never use quotation marks unless you have these two parts:

   a) Words telling that someone is saying or writing, and
   b) the exact words said.

   For example, by itself the sentence The unit tests are in the filing cabinet would not need quotation because there are no words telling you that someone is speaking.

2. Split Quotations

   "If you find John," she said, "tell him to come over tonight." The exact words spoken, If you find John, tell him to come over tonight, are split by the words she said, and so two sets of quotation marks are needed to enclose them.

3. Indirect quotations, quotations where the exact words spoken or written are not given, do not need quotation marks.

   For example: He says that he has two paragraphs to finish this afternoon.

   The exact words spoken are not given, and so no quotation marks are needed. If this statement was a direct quotation, it would read He said, "I have two paragraphs to finish this afternoon." And in this case quotation marks would be needed.

4. Punctuation used with quotation marks.

   a) Capitalize the first word of a quotation.

      He asked, "How far is it?"

   b) Commas separate the quotation from the rest of the sentence.

      She wrote, "I will not be able to attend the wedding."

      "Tomorrow," he said, "will be soon enough."

   c) Commas and periods are placed inside quotation marks at the end of a quote.

5. Quotation marks are used to indicate names or titles of chapters of books, articles im magazines, songs, poems, short stories, etc. The general rule is that books, magazines, works which are published on their own, are underlined, and parts of books and magazines (chapters, essays, stories, poems) are enclosed in quotation marks (" ").

   Examples:

   Study chapter 2, "English Usage," in Basic Skills in Grammar.

   "English Usage" is the title of a chapter, and so it is enclosed in quotation marks. Basic Skills in Grammar is the title of a book, and so it is underlined.

   Did you read the article, "The Changing World," in McLeans magazine?

#1: Copy these sentences in your notebook supplying, where necessary, quotation marks and their related punctuation. Also underline where necessary.

1. She says that she is going home at 2 o'clock.

2. Okay he said I'll be there on Friday.

3. Did you speak to him she asked.

4. She wrote in her diary nothing worth noting happened today.

5. My neighbor yelled through the apartment wall turn down your stereo.

6. Hurry up or we'll miss the bus she said to her brother.

7. Here I sit he grumbled while she is out having a good time.

8. He said that considering the circumstances he was happy with his results.

9. The politician said no comment.

10. If you go to the store Mary said please get me a loaf of bread.

11. Work through part 1, Review of Language Structure, in Business English Essentials.

12. I am sick of Refresher Mathematics he complained.

Correct your work. If you made more than one mistake do the following.

#2: Do page 187, Business English Essentials, numbers 1, 2, 3, 5, 6, 7, 10, 14, 17, 19.

Check your work. If you are still having problems, see your instructor.

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ABBREVIATIONS

#1. Read over the following list of common abbreviations. Note that while most abbreviations are followed by a period, metric abbreviations are not.

#2. Cover the second column of this list with a paper and see if you can correctly write the meaning of each abbreviation.

Common Abbreviations:

ABBREVIATION	MEANING
Sun.	Sunday
Mon.	Monday
Tue.	Tuesday
Wed.	Wednesday
Thur.	Thursday
Fri.	Friday
Sat.	Saturday
wk.	week
Jan	January
Feb.	February
Mar.	March
Apr.	April
Jun.	June
Jul.	July
Aug.	August
Sept.	September
Oct.	October
Nov.	November
Dec.	December
mo.	month
bldg.	building
dept.	department
p.,pp.	page, pages
Dr.	Doctor
M.D.	Doctor of Medicine
Rev.	Reverend
U.N.	United Nations
U.S.A.	United States of America
rd.	road
hwy.	highway
R.R.	railroad
St.	street
Ave.	avenue
N.	North
E.	East
W.	West
S.	South

Abbreviations for Measurement:	c.	cup
	pt.	pint
	qt.	quart
	gal.	gallon
	oz.	ounce
	lb.,lbs.	pound, pounds
	doz.	dozen
	t. or tsp.	teaspoon
	T. or tbsp.	tablespoon
	fl. oz.	fluid ounces
	ml	milliliter
	l	liter
	g	gram
	kg	kilogram
	in.	inch
	ft.	foot
	yd.	yard
	mi.	mile
	nt. wt.	net weight
	sq. yds.	square yards
	cm	centimeter
	m	meter
	km	kilometer
	hr.	hour
	m.p.h.	miles per hour
Abbreviations for Forms & Orders:	Co.	company
	C.O.D.	cash on delivery
	c/o	in care of
	I.O.U.	I owe you
	f.	female
	m.	male
	ht.	height
	wt.	weight
	yr.	year
	tel.	telephone
	no.	number
	pkg.	package
	ea.	each
	pr.	pair
	pc., pcs.	piece,pieces
	S	small
	M	medium
	L	large
	XL	extra large

Abbreviations from Latin words:

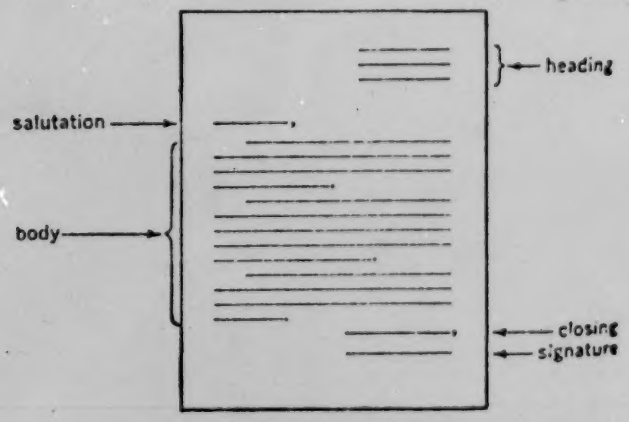
ABBREVIATION	LATIN	ENGLISH
A.D.	Anno Domini	in the year of our Lord
B.C.	--	before Christ
a.m.	ante meridiem	before noon
p.m.	post meridiem	after noon
e.g.	exempli gratia	for example
i.e.	id est	that is

#3. Practice using abbreviations by doing frames 1723-1745 in English 2200.

Friendly Letters

Almost everyone writes letters. They are a unique form of written communication. In a sense, your letter represents you when you can't be present. Therefore, it is important that you take care in composing and writing your letter. All letters should be written neatly with a margin on all sides. Correct grammar and punctuation should be used, and you should use a style of writing that is natural to you. There are two major categories of letters--the friendly letter and the business letter.

Friendly letters are casual and informal. However, there is a standard format which should be followed when writing a friendly letter. A model is shown below.



Form for a Friendly Letter

#1. Read English Workshop, pages 238-241. After you have read the material, write a friendly letter.

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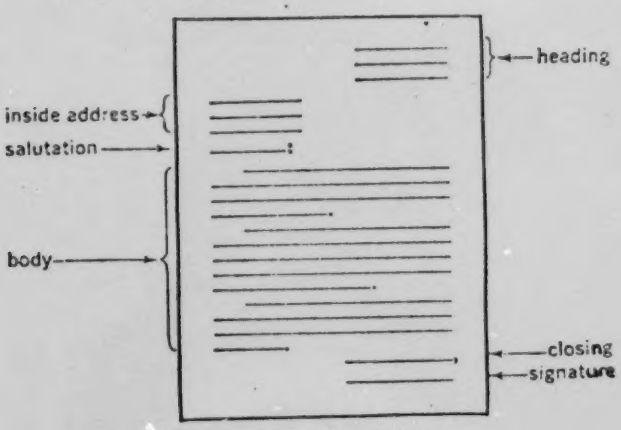
Business Letters

A business letter has a purpose, and it should be stated clearly at the outset. A business letter differs in format from a friendly letter in that an inside address is used, as well as the five other parts used in a friendly letter. A model of the business letter is shown below.



Form of a Business Letter

#2. For more information about the business letter, read English Workshop, pages 244-247.

#3. Pick a place you would like to visit. Write a business letter to that country or state requesting information that will help you to plan your visit. You might want to include questions about recreation, transportation, food, lodgings and places of interest.

#4. Address your envelope as shown on page 239 in English Workshop. If you need help finding an address for the place you wish to visit, ask your instructor. A good place to start looking for addresses is an almanac. Try looking under"travel" in the index.

#5. Show the finished letter to your instructor before sending it.

#6. KEEP THE REPLY THAT YOU RECEIVE. You will need this information to write a report in Unit 8.

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TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

High Intensity Learning System : Complete work assigned by instructor.

or

Thrust : Read "The Bear Hunt" on page 52. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus : Read "Wally, the Watchful Eye" on page 58. Take Check Test when you have finished reading. Your instructor will give it to you.

#2. Begin reading a book. You will write a book report in the next unit.

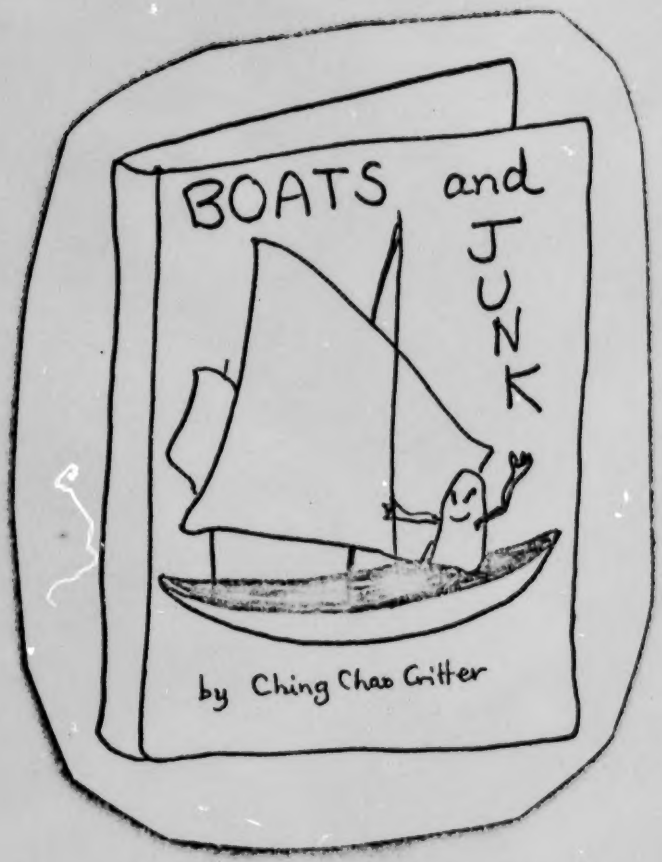
You are ready for the Unit 5 test if you have completed all the assigned work and can do the following:

A. Define and spell the 21 prefixes in this unit, and write a sentence using a word that begins with each prefix.
B. Select and use correct comparative and superlative forms of adjectives and adverbs.
C. Correctly use commas in series, direct address, parenthetical expressions, dates, addresses, and wtih introductory words and appositives. Indentify and use common abbreviation marks to enclose exact words, and to indicate articles, chapters, and poems.
D. Write friendly and business letters using correct form for headings, inside address, salutation, body, closing and signature.

READY? OK, DO UNIT TEST 5 A
NOT READY? SEE THE CHART BELOW FOR ADDITIONAL WORK.

TOPIC	SOURCE	PAGES
B. Comparative Degrees of Adjectives and Adverbs	Basic English Review	123-124, 127-128
	Basic Skills in Grammar, Book 1	7-9, 15-16
	Basic Skills in Grammar, Book 2	6-7, 15
	English 2200 frames	1030-1062
C: Commas, Quotation Marks and Abbreviations	English Grammar & Composition III	497-519, 534-543
	English Workshop	129-134
	Basic English Review	171, 176,178-182, 185
	English 2200 frames	2029-2084
	Basic Skills in Grammar, Book 1	106-118
	Basic Skills in Grammar, Book 2	91-92
	Business English Essentials	29-62, 65-66, 70-72
	Troubleshooter: Book 6- Punctation Power	11-40
D: Writing Friendly & Business Letters	English Grammar & Composition III	302-305, 316-320
	Work- A Text 1	97, 99
	Business English Essentials	75-82

UNIT SIX



A	Vocabulary and Spelling
B	Simple, Compound & Complex Sentences
C	Subject-Predicate Agreement
D	Writing a Book Report
E	Reading Assignment

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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

vary	determine
classify	resemble
ability	complimentary
frequent	contrast
develop	magnificent
plot	monotonous
convince	optimist
pessimist	

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

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TOPIC B : SIMPLE, COMPOUND, AND COMPLEX SENTENCES

You can make your writing more interesting by using different kinds of sentences. Read the paragraph below, and note that all of the sentences are simple sentences with one subject and one verb. This makes the paragraph seem very choppy and monotonous to read.

> It is interesting to travel around Kodiak Island. You can do it any way you want. You can travel by boat. You can travel by airplane. You will see many interesting animals. You should go to the Kodiak National Wildlife Refuge. You can see animals there. Try Kodiak Island for your next vacation. You will like the magnificent scenery. You can take pictures of it.

The same ideas sound much better if you use varying kinds of sentences in you writing. The paragraph below expresses the same idea as the first paragraph, but it is smoother to read because it uses compound and complex sentences, with more than one subject and verb in each sentence.

> It is interesting to travel around Kodiak Island, no matter what way you do it. Travel by either boat or airplane will allow you to see many interesting animals, especially if you go to the Kodiak National Wildlife Refuge. If you enjoy magnificent scenery, and especially if photography is your hobby, try Kodiak Island for your next vacation.

A simple sentence has only one subject and one verb, although both may be compound.

A compound sentence is two or more simple sentences joined by a comma and conjunction, or a semicolon.

A complex sentence is a simple sentence with one or more incomplete thoughts added to it.

PUNCTUATING COMPOUND SENTENCES

There are two ways to join two simple sentences to make a compound sentence.

Method 1: Replace the period with a comma and conjunction.

ex: Martha is hot. Connie is cold.
Martha is hot, but Connie is cold.

Method 2: Replace the period with a semicolon.

ex: Yesterday was sunny. We went swimming.
Yesterday was sunny; we went swimming.

Notice that with either method you end up with only one sentence, so you should have only one beginning capital letter and one period.

#1. Use Method 1 (comma, conjunction) to join sentences 1,2, and 3 below.
Use Method 2 (semicolon) to join sentence 4 below.

1. Your niece can go the the movies with my wife. She can stay at home with me.

2. The youngest member of the team caught his left skate in the net. He fell on his face.

3. One of the men had asked for a raise in pay. He did not receive more money on his next check.

4. The buccaneers of old couldn't enter certain ports. The police would have placed them in irons.

Answers are at the end of the book.

PUNCTUATING COMPLEX SENTENCES

If the incomplete thought comes first in a complex sentence, put a comma after it. If the complete thought comes first, no comma is needed. To see whether the first thought is complete or incomplete, cover up the rest of the sentence with your hand. If the thought that is left could stand alone as a sentence, it is a complete thought. If the thought that is left could not stand alone as a sentence, it is an incomplete thought.

comma needed: When it was sunny (incomplete), Sandra went swimming. (complete)

no comma needed: Sandra went swimming (complete) when it was sunny. (incomplete)

#2. Put commas in these sentences where they are needed.

1. As you have probably heard Billy and Gary came to the party.
2. While she was shopping at Kraft's Jeannie met Luba.
3. The two snakes stopped and remained absolutely still when they were six feet apart.
4. The vote was taken after Walter left the room.
5. Until they moved to Fairbanks they knew nothing about really cold weather.
6. You still need a life preserver even if you can swim.
7. Since the plane will remain in the hangar until three o'clock the ground crew can complete the necessary repairs.
8. After she finished her work Laurie Ann left the school.
9. Roberta hurt her ankle while she was running for the bus.

To understand the difference between a compound sentence and a complex sentence, you must know that there are two different ways to classify a group of words that contains a subject-verb set.

1. An independent clause expresses a complete thought and can stand by itself.

   example: I came to school.

2. A dependent clause does not express a complete thought, and cannot stand by itself.

   example: When I came to school...

Remember: An independent clause is complete when you say it by itself. A dependent clause is a fragment when you say it by itself.

Use the chart below to help you determine whether a sentence is simple, compound, or complex.

TYPE OF SENTENCE	NUMBER OF SUBJECT-VERB SETS	NUMBER OF INDEPENDENT CLAUSES	NUMBER OF DEPENDENT CLAUSES
Simple	1 (can be compound)	1	0
Compound	2 or more	2 or more	0
Complex	2 or more	1	2 or more

To determine the type of a sentence, mark its subject-verb sets and its clauses, add them up, and compare them to the chart above.

Examples:

S V
Larry ate supper after school.
independent clause

One subject-verb set, one independent clause = a simple sentence.

S + S V
Larry and Tim ate supper after school.
independent clause

One subject-verb set (compound subject), one independent clause = a simple sentence.

Examples (cont.):

S V + V
They ate supper and read a book.
independent clause

One subject-verb set (compound verb), one independent clause = a simple sentence.

S V S V
They ate supper, and they read a book.
independent clause independent clause

Two subject-verb sets, two independent clauses = a compound sentence.

S V S V
After they ate supper, they read a book.
dependent clause independent clause

Two subject-verb sets, one dependent clause, one independent clause = a complex sentence.

#3. Copy each sentence below in your notebook. Write S above each subject, V above each verb, and underline each clause. Label each clause independent or dependent. Add up the number of subject-verb sets (watch out for compound subjects or verbs!), the number of independent clauses, and the number of dependent clauses, and then use the chart on the page before to label each sentence simple, compound, or complex.

1. Karen danced at the party.
2. Karen and Florence danced at the party.
3. They danced and sang at the party.
4. They danced and they sang at the party.
5. After they danced, they sang at the party.

Correct your work. If you are having trouble, ask your instructor for help.

#4. Read from the middle of page 46 through page 48 in Basic Skills in Grammar, Book 1. Do the exercise on page 49. Remember that in a simple sentence there is only one clause, in a compound sentence there are two clauses and they can both stand alone, and in a complex sentence, there are two clauses; but one is a fragment.

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TOPIC C : SUBJECT-PREDICATE AGREEMENT

LESSON 1

In this lesson, you will be tested on your ability to use correctly the forms of the verb to be (is, are, was, were) and the verb to have (has, have).

Remember

a) The word is is used with a singular subject.
b) The word are is used with a plural subject.

Examples

Mr. Johnson is in Vancouver. He is in Vancouver.

The bicycles are in the garage. They are in the garage

c) The word was is used with a singular subject.
d) The word were is used with a plural subject.

Examples

The coffee was cold. It was cold.

The guests were late. They were late.

e) The word has is used with a singular subject.
f) The word have is used with a plural subject.

ALSO REMEMBER

When the word you is the subject of the sentence, the plural form of the verb is used, even if the word you refers to only one person.

Examples: (Notice that in the following sentences the word you could refer to one person (John) or to more than one person (John and Harry).

You are late. (not is)

You were late. (not was)

You have done a good job. (not has)

Practice

Fill in the blank in each sentence with the correct word. Use your exercise book.

1. (is or are) Mr. Smith _____ an avid golf fan.

2. (is or are) They _____ in the living room.

3. (was or were) Harry _____ waiting for his wife.

4. (was or were) We _____ to do the job.

5. (has or have) Her parents _____ their house.

6. (has or have) This magazine _____ some interesting articles in it.

7. (was or were) You _____ _ lucky to win.

8. (is or are) You _____ looking well.

9. (has or have) You _____ won first prize.

Answers: 1. is, 2. are, 3. was, 4. were, 5. have, 6. has, 7. were, 8. are, 9. have.

If you made a mistake in the above practice exercise, see your instructor before you start Exercise #1.

#1. Answers to all exercises will be found in the answer key at the back of the book.

Directions: Write in your notebook the correct word that fits the blank.

1. (is or are) Mr. Jenkins _____ in his office.

2. (has or have) They _____no desire to attend the meeting.

3. (was or were) We _____ too tired to go to the party.

4. (has or have) Her husband _____ _given up smoking.

5. (is or are) Her two brothers _____interns at Winnipeg General Hospital.

6. (was or were) The carpenters _____given a raise in pay.

7. (has or have) Our neighbors _____just bought a cottage at the lake.

8. (was or were) You _____the only one who knew the correct answer.

Check your answers.

If you made any mistakes in Exercise #1, see your instructor before you start Lesson 2.

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Lesson 2

#2. Write in your notebook the correct word that fits the blank.

1. (plays or play) His two sons _____ soccer every Friday evening.

2. (makes or make) That mirror _____ the room seem larger.

3. (likes or like) Her parents _____ living in Manitoba.

4. (goes or go) Our neighbors _____ to the movies at least once a week.

5. (enjoys or enjoy) My sister _____ watching documentaries.

6. (makes or make) Loud noises _____ him feel ill.

Check your answers.

Lesson 3

In each sentence in the first two lessons, the verb had only one subject.

Example: Her parents like living in Manitoba. (the subject of the verb like is parents.)

In this lesson, sentences will contain more than one subject.

Example: Frank and Edith like living in Manitoba. (the subjects of the verb like are the words Frank and Edith.)

When a verb has more than one subject, the subjects are joined by the word and or the word or.

Examples:

Mary and Bob are in the waiting room.
Mary or Bob is in the waiting room.

REMEMBER THESE RULES

a) Two or more singular subjects joined by the word and require a plural verb.

Example: Harry and Sam walk to work every morning. (Both of them walk)

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b) Two or more singular subjects joined by the word or require a singular verb.

Example: Harry or Sam walks with me to the college every morning. (Only one of them walks.)

c) Two or more plural subjects require a plural verb, no matter which word is used to join the subjects.

Examples:

(i) My sons and my daughters wash the dishes after supper.
(ii) My sons or my daughters wash the dishes after supper.

#3. Write in your notebook the correct word that fits the blank.

1. (goes, go) My aunt and uncle _____to Florida every winter.

2. (locks, lock) He or she _____the doors at closing time.

3. (was, were) The refrigerator and the stove _____ delivered this morning.

4. (looks, look) His mother or his sister _____ after the children while he is at work.

5. (visits, visit) Friends or relatives _____her mother-in-law every Christmas.

6. (is, are) My brother, his daughter, and a friend _____ using our cabin this weekend.

7. (is, are) A record player or a television set _____ what he really wants for his birthday.

8. (spends, spend) Every day, the manager and his secretary _____ hours arguing about trivial matters.

9. (drives, drive) Pierre, Norman, or she _____me to the college every morning.

10. (smokes, smoke) He and she _____ too much.

Check your answers.

LESSON 4

In the first three lessons, the sentences contained subjects that were right next to the verbs.

Example: Her parents like living in Manitoba. (The subject parents is right next to the verb like.)

Sometimes, a phrase comes between the subject and the verb.

Example: The father of those children owns a hotel. (The verb is the word owns. The person who owns the hotel is the father. Therefore the subject of the verb owns is the word father)

Remember

Always make the verb agree with the subject. Do not fooled by a phrase that comes between the subject and the verb.

Example: The sound of the children's voices makes Harry feel ill. (It is the sound that makes Harry feel ill. The subject sound is singular; therefore the verb must be singular. It would be wrong to use the plural verb make in the above example. Do not be fooled by the phrase of the children's voices.

#4. Write in your notebook the correct word that fits the blank.

1. (is, are) The color of those flowers _____ very unusual.
2. (needs, need) The curtains in this room _____ to be cleaned.
3. (was, were) A carton of cigarettes _____ lying on the kitchen table.
4. (write, writes) The author of these books often _____ columns for a local newspaper.
5. (has, have) The leaders of the group _____ been invited to meet the mayor.
6. (was, were) The sack of potatoes _____ too heavy for him to lift.
7. (has, have) Another shipment of electrical appliances _____ just arrived.
8. (goes, go) A bag of potato chips _____ well with a bottle of beer.
9. (receives, receive) The miners at Trail _____ good wages.
10. (agrees, agree) The members of this committee _____ on most topics.

Check your answers.

LESSON 5

Remember

Always make the verb agree with the subject. Do not be confused by a phrase that comes between the subject and the verb.

THE WORDS "ONE" AND "EACH"

The words one and each are always singular. These words are often used as the subjects of sentences. When they are used as subjects, they are very frequently separated from the verbs by phrases.

Examples: (Do not be fooled by the phrases that separate the words one and each from the verbs.)

(i) One of those books is mine. (NOT are)

(ii) One of my brothers plays hockey. (NOT play)

(iii) Each of those glasses is cracked. (NOT are)

(iv) Each of the guests wants more wine. (NOT want)

#5. Write in your notebook the correct word that fits the blank.

1. (goes, go) One of those buses _____ to Selkirk.
2. (was, were) Each of the contestants _____ given five minutes to work out the answer.
3. (gives, give) One of these books _____ information about summer vacations in Europe.
4. (is, are) One of those houses _____ for sale.
5. (needs, need) Each of the children _____ new shoes.
6. (has, have) One of her children _____ a cold.
7. (is, are) Each of the salesmen _____ expecting to receive a Christmas bonus.
8. (sweeps, sweep) One of the janitors _____ the floors every evening.

Check your answers.

LESSON 6

The following exercise reviews everything that has appeared in the first five lessons. READ THE DIRECTIONS CAREFULLY.

Directions: Read each of the following sentences carefully. If the sentence contains an error, circle the error and write the correct word in the space provided. If the sentence does not contain an error write the word correct in the space provided.
Copy the exercise.

Examples:

a) One of those bicycles are hers. — *is*
b) Mary and Fred live in Winnipeg. — *correct*

#6.

1. We was asked to leave the auditorium. 1._____
2. Mr. Jones owns two restaurants. 2._____
3. Her brother ans sister works at Eaton's. 3._____
4. Several copies of this book is now available in the library. 4._____
5. Mr. Jackson is waiting for you in your office 5._____
6. Mrs. Bouchard or Miss Clark make the coffee every morning. 6._____
7. This pack of cards has only one joker. 7._____
8. One of my sons deliver papers on this block. 8._____
9. The manager of his assistant works late every Friday evening. 9._____
10. Her parents has just returned from Vancouver. 10._____
11. Each of the three apple trees were damaged during the storm. 11._____
12. Dr. Drobny, Mrs. Roberts, or Mr. Bauer are going to attend the conference in the Pas. 12._____
13. Helen and Sam live in Brandon. 13._____
14. The flavor of these vegetables are excellent. 14._____
15. Her two brothers goes fishing every weekend. 15._____
16. One of my friends has bought a new car. 16._____

Check your answers.

LESSON 7

In this lesson, you will be tested on your ability to make subject and verb agree when the verb comes before the subject. Turn to page 82 Basic English Review for example use of "there". Copy the exercise.

#7.
Read each of the following sentences carefully. Copy the exercise into your notebook. Decide whether the word is or the word are should be used in the blank. Fill in the blank with the correct word.

1. Here _____ the books that you wanted.
2. Where _____ the coffee and the milk?
3. Here _____the pack of cigarettes that you left on my desk.
4. There _____several people in the auditorium.
5. Here _____the pencil and the eraser that I borrowed from you.
6. There _____a man waiting to see you.
7. _____there any doughnuts in the kitchen?
8. Where _____the tools that we used yesterday?

Check your answers.

LESSON 8

#8.
Read each of the following sentences carefully. Decide whether the word has or the word have should be used in the blank. Fill in the blank with the correct word.

1. _____ the children come home from school yet?
2. _____ the real estate agent telephoned you yet?
3. _____Miss Wilcox and Mr. Block been introduced to each other?
4. _____the shipment of men's shoes arrived yet?
5. _____my son and daughter-in-law visited you recently?

Check your answers.

LESSON 9
In this lesson, you will be tested on your ability to use the words doesn't and don't correctly.

#9.
Read each of the following sentences carefully. Decide whether the word doesn't or the word don't should be used in the blank. Fill in the blank with the correct word.

1. The other man in our office _____ _____ like to work on Saturdays.

2. _____ your children like going to the movies?

3. One of those windows _____close properly.

4. _____the manager usually arrive before nine o'clock.

5. The people in the next room _____want to be disturbed.

6. The woman with the two small children _____shop here very often.

Check your answers.

LESSON 10
The following exercise reviews everything that has appeared in this topic. READ THE DIRECTIONS CAREFULLY.

#10.
Read each of the sentences carefully. Copy the following sentences in your notebook. If the sentence contains an incorrect word, circle the error and write the correct word after the sentence. If the sentence does not contain an error, write the word correct.

Examples
a) One of those bicycles are hers. *is*

b) Mary and Fred live in Winnipeg. *correct*

1. Mrs. Magnum or he are generally in the office by eight o'clock.

2. Uncle Ted and Aunt Martha feel happy to be home again.

3. One of your sisters resembles my cousin.

4. Is there any crackers left in the box?

5. These writing pads was all that he ordered.

6. There are the shovel and the rake that I was looking for.

7. Don't the faucets in the bathroom work properly?

8. Has the plumbers gone on strike?

9. Each of the members of our club were given a complimentary ticket.

10. Here is the dictionary and the novel that you ordered.

11. The noise of those engines have given him a headache.

12. Has the instructor finished writing his report?

13. He and she usually walks to school.

14. The waiters in this hotel were trained by an expert in hotel management.

15. Jerry Johnson, his wife, or his sister works at the community club on Saturday morings.

LESSON 11

One special problem is subject-verb agreement is to make indefinite pronouns agree with the verb. An indefinite pronoun is used when we are not referring to any particular person or thing. The first set of indefinite pronouns is always used with a singular verb. This group includes:

another	either	nobody
anybody	everybody	one
anyone	everyone	somebody
each	neither	someone

These pronouns are <u>always</u> used with a singular verb. For example, we say:

Nobody <u>is</u> at the door.

Either of those movies <u>provides</u> good entertainment.

Someone <u>gives</u> Easter eggs to the children every year.

Everybody <u>likes</u> hot dogs.

The following indefinite pronouns are used with a plural verb:

both	many	several
few	others	

For example:

The students are very keen. Several are here already.

It is hard to choose; both look beautiful.

Many like hot dogs with onions.

The last group of indefinite pronouns is more confusing since they are used with a singular verb when they indicate how much and with a plural verb when they indicate how many.
For example,

All of the sugar was used.

All the dogs like cheese.

Some of the coast line was polluted.

Some of the birds were killed.

#11.
Copy the following sentences, using the correct form of the verb.

1. Anybody who went there _____ very brave. (is, are)
2. Others _____ not come back. (has, have)
3. Neither _____ like real orange juice. (taste, tastes)
4. Nobody _____hot dogs with maple syrup. (like, likes)
5. Many _____ called. (is, are)
6. Few _____ chosen. (is, are)
7. Everybody over 12 _____ the same fare on the ferry. (pay, pay
8. All of the children _____left. (is, are)
9. None of the cake _____ left. (was, were)
10. Some accidents _____ avoidable. (is, are)

TOPIC D : WRITING A BOOK REPORT

How do you decide what book you want to read? If you are like most people, you probably look at the cover first and then flip through the book to see how it's written. You may or may not read the copy on the book jacket. Reading the book jacket is a good habit to develop. A well written book jacket contains all the information that a reader might want to know before reading the book.

In this exercise you will design a book jacket for a book of your choice and write the copy for the inside of the jacket. Listed below are some of the items you might want to include in the copy for your book jacket.

Setting -- When and where does the story take place?

Characters -- Who are the most important people in the book? How do they act? How do they change in the course of the book?

Plot -- What is happening in this book? What action is taking place?

Exciting or Interesting Incidents -- What parts of the book really captured your attention?

Remember, a book jacket should catch the reader's eye and entice him/her to read the whole book. You don't want to give the whole plot away. You do want to capture the reader's interest.

#1. Design the cover for a book jacket by drawing or pasting pictures. Look at some of the books in your school that have jackets and you will see many different ways of making the cover interesting. Include the author and title on the front of the jacket.

#2. Write the copy for the inside of the jacket. Convince the reader that this book is worth reading. Be sure to use a mixture of simple, compound and complex sentences to make your writing interesting. Check for subject - predicate agreement.

TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all colors levels, see your instructor for reassignment in another source.

or

High Intensity Learning System : Complete work assigned by instructor.

or

Thrust : Read "A Meeting with Stone Age Eskimos" on page 438. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus : Read "Antaeus" on page 235. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 6 test if you have completed all the assigned work and can do the following:

A. Define and spell all 15 vocabulary words.
B. Identify simple, compound, and complex sentences and punctuate them correctly.
C. Choose a verb that agrees with the subject of a sentence.
D. Define four items that should be included in a book report.

READY? OK, DO UNIT TEST 6 A.
NOT READY? SEE THE CHART BELOW FOR ADDITIONAL WORK.

TOPIC	SOURCE	PAGES
B: Simple, Compound, & Complex Sentences	English Grammar and Composition III	106-109
	Basic Skills in Grammar, Book 2	23-24
	Basic English Review	157-158
C: Subject - Predicate Agreement	Basic English Review	75-84
	Basic Skills in Grammar, Book 1	67-69
	Basic Skills in Grammar, Book 2	47-50
	English Grammar & Composition, III	112-126
	English Workshop	149-158
	English 2200 frames	775-915
	Business English Essentials	38-40

UNIT SEVEN

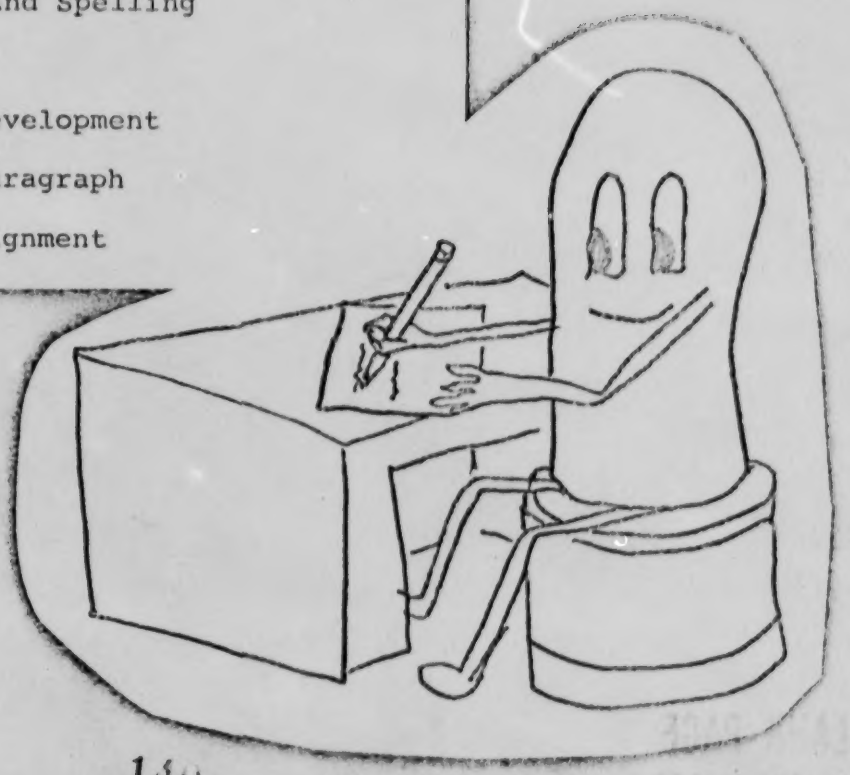
A Vocabulary and Spelling

B Outlining

C Paragraph Development

D Writing a Paragraph

E Reading Assignment



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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

organize	specific	hilarious
expand	liberate	anecdote
support	prune (verb)	awkward
temporary	dialect	confidence
majestic	develop	candid

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Practice spelling the words from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

TOPIC B : OUTLINING

An outline is a way of organizing information. Things are divided into groups and each group is given a label. For example, the things listed below can be divided into groups and labeled.

Maine, Florida, Georgia, New York, Mississippi, Vermont

becomes

Northern States	Southern States
Maine	Florida
New York	Georgia
Vermont	Mississippi

Another way of dividing information is by ordering things in general and specific categories.

General Category : Animals

Specific Category : Dogs

The outline form that you will use most frequently is that of main topics and subtopics.

A main topic indicates a broad or general topic and is preceded by a Roman numeral. I. Animals of Alaska

A subtopic is more specific and goes under a main topic. Subtopics are preceded by a capital letter.

A. Bears
B. Moose
C. Deer

#1. To learn more about outlining, read Basic Reading Skills, pages 143-147 and do the exercises on these pages.

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TOPIC C : PARAGRAPH DEVELOPMENT

A paragraph is a group of sentences that develops an idea or topic. The topic sentence contains the main idea of the paragraph. It tells the reader what the paragraph is about. Usually the topic sentence is the first sentence of the paragraph, although it may appear elsewhere in the paragraph. Every sentence in the paragraph should be directly related to the topic sentence.

In the paragraph below the topic sentence is underlined.

Tom is the friendliest person I know. At a party he is always the one who finds new people and makes them feel at ease. He smiles at everyone he sees on the streets and is always ready to give a passer-by directions. Tom makes everyone feel that he's glad to see him.

a.
I like going out to a Chinese restaurant. The food always looks very appealing. The vegetables have lots of color and are crunchy. If one gets several dishes among a group, everyone can have a taste of each. The meal is usually served with lots of delicious hot tea.

b.
Riding a bicycle in the rain can be very unpleasant. Even when wearing a poncho, water seeps in under one's collar and trickles down the back. Cars splash water as they pass. In addition, the road becomes slippery making it easy to have a fall.

c.
Joan of Arc, who could neither read nor write, was a French national heroine. At the age of thirteen, she claimed that she heard voices of dead saints, who told her to drive the English army from France. When she was seventeen years old, Joan was given command of the king's army of 10,000 men, and on May 8, 1429, she liberated the city of Orleans. At the age of eighteen, she led an attack on Paris, which was still held by the English army, but she was defeated and taken prisoner. At nineteen, she was convicted of witchcraft by a court that included both English and French officials. Joan of Arc was burned alive at the stake on May 30, 1431.

After the main idea has been presented in the topic sentence, the idea can be expanded in the development sentences. The paragraph can be developed by giving details that support the topic sentence. These details can be examples, reasons, or incidents.

#2. To learn more about developing paragraphs, read English Workshop, pages 225-227 and do exercise A on page 227.

Once the paragraph has been developed, the next step is to prune away those sentences which are not closely related to the topic sentence.

#3. Read English Grammar and Composition, pages 238-239 and do exercise 3 on page 239.

Now you are ready to work on putting information together to write paragraphs. Bear in mind that the topic sentence contains the main idea and the development sentences support the topic sentence.

#4. Using the information listed below, write a brief paragraph for each set of information and underline the topic sentence.

(a)
- many Canadian streams and rivers contain gold dust
- gold dust can be obtained by using panning method
- obtain prospector's black metal pan
- find stream or river
- stream or river should flow over rocks
- stream or river should contain deposits of black sand
- black sand sometimes contains gold
- black sand often found in crevices (cracks) of rocks
- dig out black sand
- spoon may be used to dig out sand
- gradually wash off black sand
- rotate pan in shallow water to wash off sand
- any gold will be found in bottom of pan
- gold is heavier than sand
- gold will show up against darker metal

- Georges Simenon
- year of birth: 1903
- famous novelist and writer of detective stories

(b)
- has published more than 180 books
- best known for Inspector Maigret detective series
- more serious novels also widely read
- birthplace: Belgium
- many books translated into more than thirty languages
- among well-known books: The Man Who Watched the Trains Go By
  Lost Moorings
  The Little Saint
  The Murderer
  Poisoned Relations
  The Bells of Bicetre

- temporary outdoor steam bath
- cheaply constructed
- only few materials necessary
- little work required
- draw large circle on ground
- set a number of thin poles into ground

(c)
- poles should be set around circumference of circle
- bend tops of poles together
- tie tops of poles
- poles will form frame for curved tepee
- cover frame with plastic
- canvas could be used instead of plastic
- place bucket of very hot rocks in center of tepee
- pour cold water over hot rocks - result: clouds of steam
- bathe in clouds of steam

- world's most crowded railroad system

example: system so crowded that passengers must be squeezed into railways cars

(d) special station men hired to squeeze passengers into cars

Japanese National Railways hires these special station men

- Tokyo subway service
- system used by more than four million people daily

You are now ready to prepare your own skeleton outline for a paragraph. First you must choose your main idea, and then you must list some supporting ideas. See the example below.

Main Idea :	Alaska is an ideal spot for tourists.
Supporting Ideas :	--majestic scenery --excellent hunting and fishing --many camping sites --not too many people

#5. Choose three main topics and list at least four supporting ideas for each which will substantiate the main idea. Your skeleton outlines should look like the one above. You do <u>not</u> have to write these in paragraph form.

TOPIC D : WRITING A PARAGRAPH

#1. In this exercise you will write an outline and several paragraphs about an Alaskan animal. Remember to follow the form of an outline shown in topic B. You should write three or more paragraphs.

#2. Turn in outline and paragraphs to your instructor.

TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

High Intensity Learning System : Complete work assigned by instructor.

or

Thrust : Read "Just Try to Forget" on page 249. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus : Read "The Slap" on page 310. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 7 test if you have completed all the assigned work and can do the following:

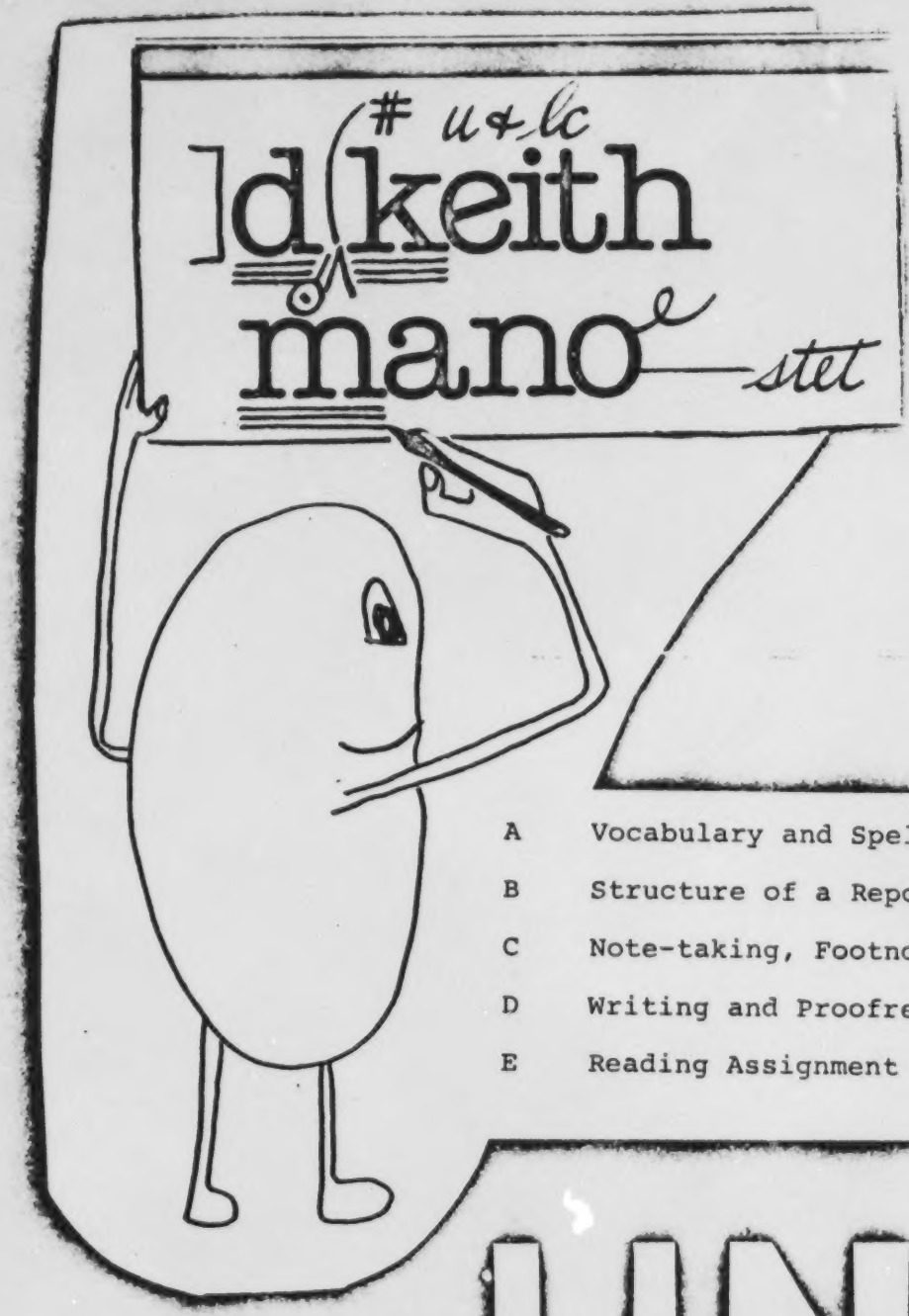
A. Give the definition and spelling of each of the vocabulary words.

B. Make an outline using main topics and subtopics; know when to use Arabic and Roman numerals and when to use capital and lower case letters.

C. Write a paragraph and recognize a topic sentence.

READY? OK, DO UNIT TEST 7 A.
NOT READY? DO MORE WORK FROM THE CHART THAT FOLLOWS.

TOPIC	SOURCE	PAGES
B: Outlining	Writing III (VMI duplicating masters)	
	SRA Organizing and Reporting Skills	
	English Grammar and Composition III	278-281
	English Workshop	231-232
C: the Paragraph	Better and Faster Reading	113-119
	Basic English Review	159, 163, 165
	English Workshop	219-230
	SRA Organizing and Reporting Skills	
	VMI Writing III (duplicating masters)	
	Troubleshooter: Book 7 English Achievement	30-37
	English Grammar and Composition III	237-250
	Work-A-Text 1	36, 38



A Vocabulary and Spelling

B Structure of a Report

C Note-taking, Footnotes & Bibliography

D Writing and Proofreading a Report

E Reading Assignment

UNIT EIGHT

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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

factual	reduce	authentic
logical	publication	format
repetitive	scope	coherent
delete	preliminary	accurate
supplement	access	violate

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Practice spelling the words from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

TOPIC B : STRUCTURE OF A REPORT

A report is a kind of writing used to communicate factual information to others. The basic structure of a report is as follows:

Title -- tells the reader what the general topic is.

I. Beginning -- introduces the topic.

II. Middle -- develops the topic.

III. End -- concludes the report.

Information should be presented in a logical order. It should not be repetitive, and unnecessary information should be deleted.

#1. Do the exercises in SRA Organizing and Reporting Skills kit, Form of the Repor#, green level.

TOPIC C : NOTE-TAKING, FOOTNOTES, AND BIBLIOGRAPHY

Note-taking

The purpose of notes is to aid your memory. After you have read some information or listened to a speaker, you may want to recall some of the important points made. Your notes should help you do this.

--Write only the key points

--Use your own words.

--Use quotation marks if you want to repeat the exact words used.

--Use abbreviations.

--Use a separate sheet of paper or index card for each topic.

Read the passage below from Alaska Natives and the Land and see how it might be reduced to notes. Remember, not everyone takes notes the same way. Your notes should be written so that you understand what you've heard or read.

The most important sources of food were sea mammals and salmon, but these were supplemented with other foods obtained by hunting, fishing, or collecting. In the early summer cod and halibut were caught with barbed and weighted hooks. Both candlefish and herring were obtained in large numbers, possibly in dip nets. Birds were taken with bows and arrows as well as with gorges, while comorants were caught in nets or clubbed to death while resting at night. A wide variety of shellfish, including clams, cockles, mussels, sea urchins, and sea slugs, were collected from the beaches and were an important source of food when other forms could not be obtained. The plant foods included species of kelp and seaweed plus diverse berries, roots, tubers, and leaves.

This is one way the passage might be reduced to notes.

Food Sources

from Alaska Natives and the Land, 1968, pp. 270-271

Most Imp. Source - sea mammals, salmon

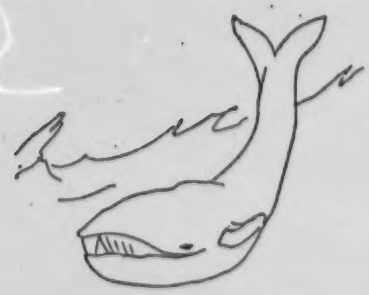
Other Sources - hunt: birds
fish: cod, halibut, herring
collect: shellfish (clams, mussels)
plants (berries, roots, kelp)

#1. Select a passage from an encyclopedia or other reference book.

#2. Record the passage on a cassette tape.

#3. Now play the tape and take notes. Imagine you are taking notes at a lecture.

#4. When you finish, compare your notes to the original printed source to see if you noted all the important points. Turn in your notes with the source of the passage to your instrutor.



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Footnotes

Footnotes are used to identify sources from which direct quotations or ideas are taken. When you use a direct quote, put a number at the end of the quote. Put this same number at the bottom of the page and cite your source, e.g.

[1]John Steinbeck, The Pearl, p. 103.

Notice the author's full name is given followed by a comma and the title of the book. Another comma follows the book title, which is followed by the page number and a period.

Bibliography

The bibliography is a list of all the sources used to write your report. Your sources should be listed in alphabetical order according to the authors' last names. For each book you should include the following information: author's name, title of book, place of publication, publisher, year published and the pages from which you used information.

#1. Read English Grammar and Composition III, pages 362-366 for examples of a bibliography and footnotes.

TOPIC D : WRITING AND PROOFREADING A REPORT

You are now ready to begin working on your report. Follow the steps below to write your report.

#1. Choose the subject for your report. You should be writing about a place you would like to visit. It is important to limit your topic. If your topic is too wide in scope, you cannot cover the subject in depth.

#2. Make a preliminary outline. This should show what you plan to cover in your report. Use the outlining system shown in Unit 7 Topic B.

#3. Plan to include at least one or more of the following: map, graph, chart or diagram. Be sure to note the source of this information.

#4. Take notes. Use the material you have received in reply to the letter you wrote in Unit 5 Topic D, as well as any additional sources you have access to. You should summarize what you have read by using the note-taking system shown in Unit 8 Topic B.

#5. Revise your outline. You should now know what you will cover in your report. You may decide to delete some parts of your preliminary outline and add on other parts.

#6. Write the rough draft. Organize your notes so that all notes which deal with transportation, for instance, are together. Use your own words in your writing and use footnotes if you use someone else's words.

#7. Proofread your rough draft. Proofreading means examining your work for mistakes. Listed below are things you should check for.

--proper capitalization
--correct end punctuation with no fragments or run-on sentences
--proper use of the appostrophe in possessives and contractions
--proper use of commas and quotation marks
--subject-predicate agreement
--indentation of each paragraph
--correct spelling
--correct format for footnotes and bibliography

Make sure that each sentence is coherent and concise. This is the time to make final changes in your report.

#8. Write the final draft. Copy directly from the rough draft as it has been corrected. Turn in your notes, outline and report to your instructor.

TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

High Intensity Learning System : Complete work assigned by instructor.

or

Thrust : Read "Show Business was My Home" on page 180. Take Check Test when you have finished reading. Your instructor will give it to you.

or

Focus : Read "Ford's Fabulous Fliver" on page 443. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 8 test if you have completed all the assigned work and can do the following:

A. Define and spell all 15 vocabulary words.

B. Give the basic structure of a report.

C. Take notes and show the format for writing a bibliography and footnote.

D. Proofread a paragraph.

READY? OK, DO UNIT TEST 8 A.
NOT READY? DO MORE WORK FROM THE CHART THAT FOLLOWS.

Topic	Source	pages
B: Structure of a Report	English Grammar and Composition III	344-367
C: Note taking Footnotes, Bibliography	Work-A-Text 1 SRA Organizing and Reporting Skills	115, 117, 119, 123

UNIT NINE

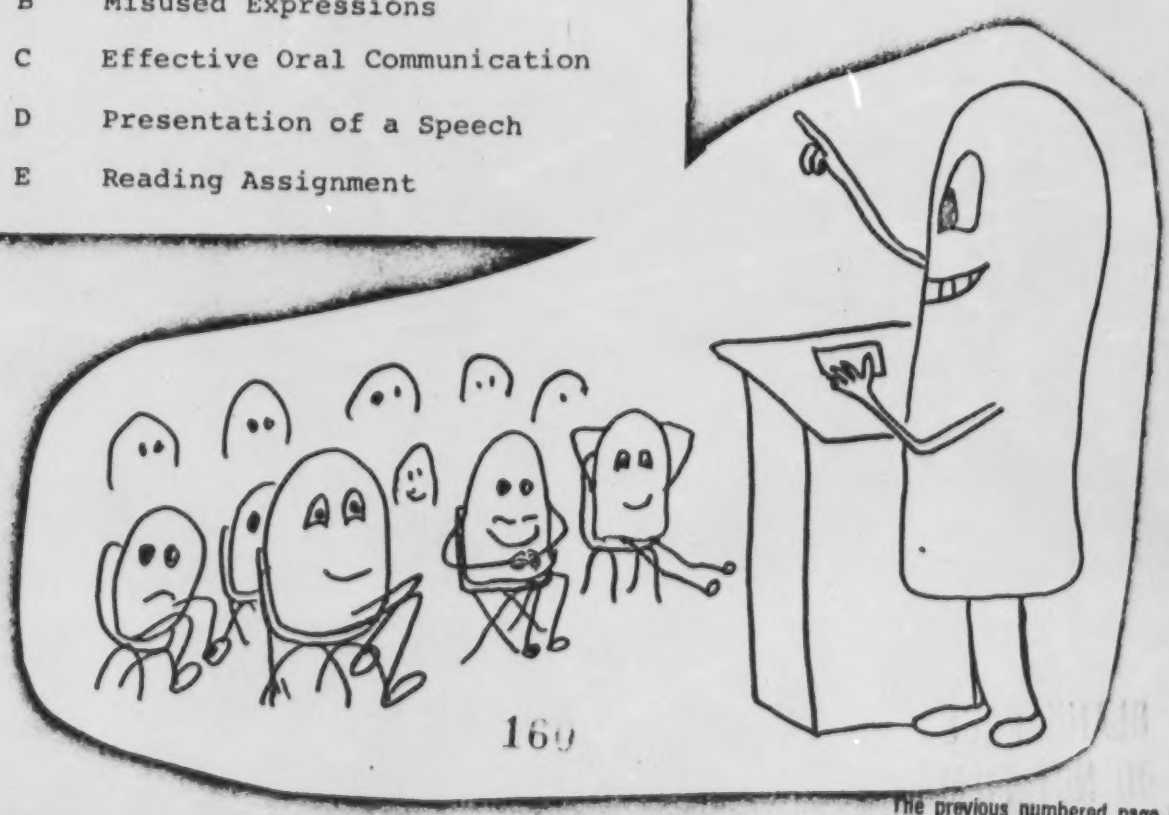
A Vocabulary and Spelling

B Misused Expressions

C Effective Oral Communication

D Presentation of a Speech

E Reading Assignment



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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

environment	effective	enunciation
perceptions	spontaneous	intonation
impromptu	monosyllables	motivate
configuration	impact	provoke
evaluate	consideration	tempo

#1 Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2 Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3 Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4 Practice spelling the words from this topic.

#5 Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

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TOPIC B : MISUSED EXPRESSIONS

Do you have trouble remembering when to use among and between? Many people do. You may also be confused about the use of to, too, and two. In this topic you will practice using some of the expressions that are commonly misused.

#1. Read Basic English Review, pages 197-210 and do the exercises on pages 199, 200, and 207.

#2. Read about double negatives in English Grammar and Composition III, pages 202-203 and do exercise 5.

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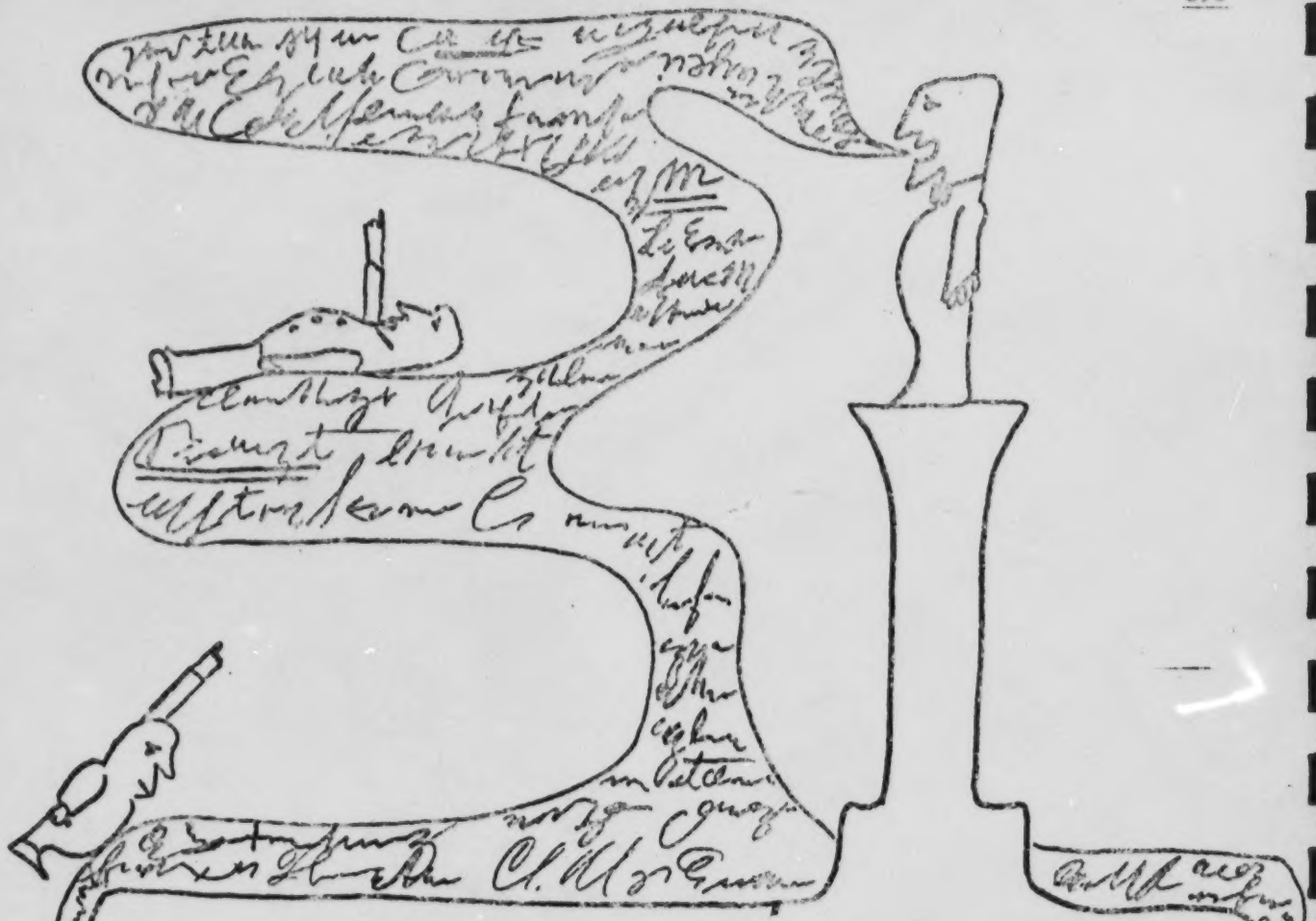
TOPIC C : EFFECTIVE ORAL COMMUNICATION

One of the most important skills that you possess as a human being is the ability to communicate. You communicate constantly and probably don't give it much thought until there is a breakdown in communication. Sometimes you haven't received the intended message, and sometimes you don't send out a clear message. That's a communication problem.

Let's take a look at the communication process. Communication starts and ends in the mind. You perceive your environment through your senses and you store these perceptions in your mind. You learned at a young age that certain sounds and gestures meant certain things. You could cry and someone would give you food. You could point to something and someone would know that you wanted it. In a sense, you learned how to communicate. You've learned sounds, gestures and symbols. You've learned that this line configuration

means the letter "A," the first letter of the English alphabet.



When you receive messages, you compare the message you've received with your past experience. If you are told to write a letter, you must be able to understand what the words mean. If you've never heard the word "letter," you can't possibly write one. Your experiences are constantly being stored in your memory so that you can use that information over and over.

You are a communicator--a sender and receiver of messages. One of the most common ways to communicate is through speech, although this is certainly not the only way to communicate. In this topic you should re-evaluate yourself as a communicator, for the purpose of any speech is to communicate. Are you an effective communicator? Speaking well entails more than simply saying words. Being an effective speaker does not necessarily mean that you can speak well before a large group of people. You are an effective speaker if you can communicate well with those around you--your friends, relatives and all those with whom you have contact.

Your first concern as a speaker should be to have a clear idea in your mind about what you want to say. Almost anyone can speak "double-talk." That means saying a lot of words that really don't mean anything. Some people talk just for the sake of talking. Make sure you talk because you have something to say.

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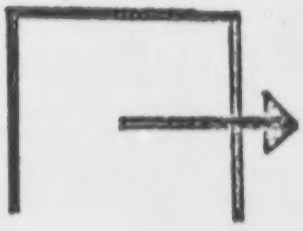
Once you have a clear idea about what you want to say, you should choose the words that best express that idea. Stop and think before speaking. If you have a message to communicate, take the time to express it in the best way possible. You should select your words carefully whether you are talking to a clerk in a store or presenting a report before a large group. Just because you think before speaking doesn't mean you can't be spontaneous. Your brain works rapidly!

Each word in a sentence is important. Don't undermine the importance of each word by adding fillers like, "um," "you know," etc. On the other hand, don't reduce your thoughts to monosyllables. If you ask or answer questions using only one or two words, you lose a lot of the impact of the spoken word.



Your next consideration as an effective speaker is proper enunciation. You may pronounce words correctly, but if you mumble no one can understand you. Speak clearly and loudly enough so that you can be understood. Remember, it is a pleasure to listen to someone who speaks well!

Only when your everyday speech is effective can you become an effective communicator. By far, at this point in your lives, the most important speaking you will do is the everyday speaking to family, friends and others. However, you need to become aware of "formal" speaking.

At some point in your life you will probably have to make a speech. This is a good time to learn and practice delivering a speech. A speech is more than just words; it is also the speaker's expressions, gestures and intonation.

TOPIC D : PRESENTATION OF A SPEECH

A speech can have one of six basic purposes--to amuse, inform, persuade, motivate, inspire or provoke actions. In this topic you will be asked to present a speech with the purpose of informing the audience.

#1. Choose the subject. You may want to demonstrate how to do something using visual aids.

#2. Develop the ideas you want to discuss. If you want to demonstrate how to crochet, you may want to discuss the different stitches and how they are used.

#3. Make an outline. This is the easiest way to organize your ideas. Put your ideas in a logical order for presentation.

#4. Gather background material about your subject and take notes. Once again, if crocheting is your subject you may want to discuss the historical background of it.

#5. Write a rough draft of your speech using your outline and notes.

#6. Read your draft out loud. Does it sound natural? Is there a smooth transition from sentence to sentence? Are there any words that the audience won't understand?

#7. Practice delivering your speech. It should be at least three minutes in length. Make sure that you speak clearly and loudly enough to be heard. Talk naturally and put expression in your voice. Check the tempo of your speech. (Are you talking too fast or too slow?)

#8. When you feel prepared, ask your instructor to set aside some class time for you to present your speech. Be sure to stand with erect posture, watch your audience and be natural. Remember, you are using the same communication skills that you use to talk to your family.

TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

High Intensity Learning System : Complete work assigned by instructor.

or

Thrust : Read "The Midnight Visitor" on page 46. Take Check Test when you have finished reading. Your instructor will give to to you.

or

Focus : Read "Rescue" on page 185. Take Check Test when you have finished reading. Your instructor will give it to you.

You are ready for the Unit 9 test if you have completed all the assigned work and can do the following:

A. Give the definition and spelling of each of the vocabulary words.

B. Use the misused expressions properly.

C. Identify what makes an effective communicator.

D. Present a speech.

READY? OK, DO UNIT TEST 9 A.
NOT READY? DO MORE WORK FROM THE CHART THAT FOLLOWS.

TOPIC	SOURCE	PAGES
B: Misused Expressions	English 2200	frames 947-995
	Increase Your Vocabulary	10-23
	English Grammar and Comp. III	189-204
D: Presentation of a Speech	English Grammar and Comp. III	442-458
	Work-A-Text 1	45

UNIT TEN

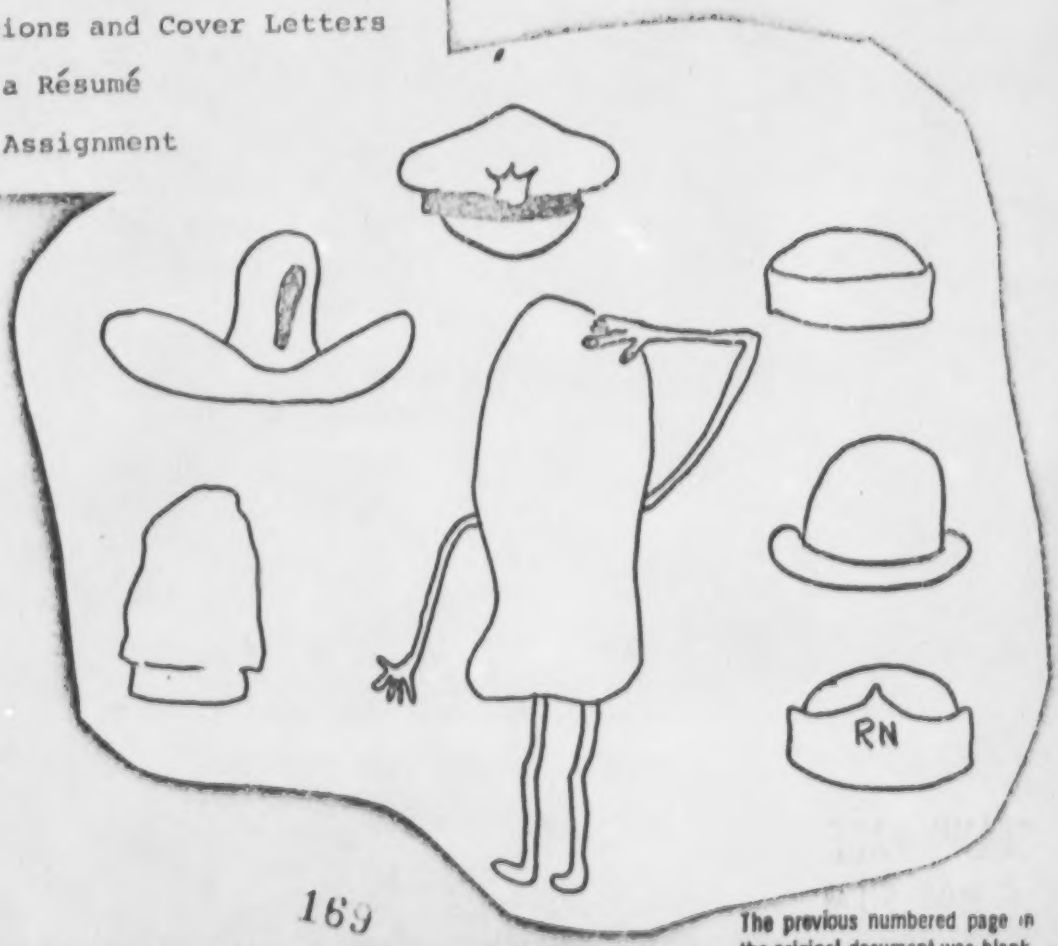
A Vocabulary and Spelling

B Forms and Order Blanks

C Applications and Cover Letters

D Writing a Résumé

E Reading Assignment



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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours.

certify
impression
enclose
spouse
surname
applicant
previous
exemption
deduction
withhold
quantity
detach
deposit
minimum
maximum

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook.

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Practice spelling the words from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

TOPIC B : FORMS AND ORDER BLANKS

One way that you will be using your communications skills throughout the rest of your life is in filling out forms and order blanks. In this topic you can practice the proper way to fill out several job related forms, as well as mail-order blanks.

Always follow these instructions when you are filling out forms, unless the directions on the form ask you to do it differently.

1. If asked for your name, print clearly in ink.

2. If asked for your signature, write your name in longhand. It is customary to add your middle initial to your first and last names.

3. If space is limited, use numbers when asked for a date. For example, write 9/10/63 instead of September 10, 1963.

The exercises below require you to fill out several forms in another book. To avoid writing in the book, you can do one of the following:

--Cover the page with plastic, and write on the plastic; or
--Use tracing paper; or
--Ask your instructor if copies have been made of the forms; or
--Type your own copy of the form, and fill it out.

#1. Use Troubleshooter: Book 7 - English Achievement to do these exercises. Read all explanatory material, fill out the forms, and check your work as you finish each form.

a. Social Security Application, pages 43-44
b. Withholding Statement, page 51
c. Mail Order Form, page 52
d. Money Order, page 53
e. Deposit Slip, pages 55-56
f. Personal Check, page 57
g. Income Tax Return, pages 59-60

#2. Get a copy of a mail order catalog and order blank from your instructor. A Sears or Wards catalog is best, but any kind will do. Prepare an order for at least four items that you would like from your catalog. Be sure to figure tax and shipping charges. Hand in your order when your are done.

TOPIC C : APPLICATIONS AND COVER LETTERS

When you are looking for a job, you may be able to go directly to the place where the hiring is being done. Usually the person who is doing the hiring will give you a job application form to fill out. Be sure to write as neatly as you can, so that the employer will have a good impression of your ability. Fill in every blank. Write "none" or draw a line in any space that does not apply to you.

#1. Fill out the job application form on pages 49-50 of Troubleshooter, Book 7 - English Achievement. Apply for a position in a cannery. Use your own background and work experience. If you don't have any paid work experience, put down volunteer jobs that you have done.

If you are not able to talk with an employer directly, you will want to write him a business letter applying for a job.

#2. a. Read the letter on page 45 of Troubleshooter: Book 7 - English Achievement.

b. Look at the top of page 46 in the same book, and read about the kinds of information you should include in a job application letter.

c. Answer the questions at the bottom of page 46. Check your work.

d. Follow the directions on page 48, and write a business letter to one of the addresses listed. Be sure to include: job title, age, health, education, experience, references, and an interview request. If you've forgotten the form of a business letter, look at the sample on page 47.

TOPIC D : WRITING A RÉSUMÉ

A cover letter is often accompanied by a résumé, which is a fact sheet that summarizes your background and experience. It is like a chart for the employer to read quickly and easily.

There are several different ways of setting up a résumé.

#1. Study the form of the example that follows in this book, and also look at the example on page 108 of Business English Essentials.

SAMPLE RÉSUMÉ

GARDENER, WILLIAM L.
1153 Burnaby Street
Kodiak, AK 99615 Telephone: 486-3487

WORK EXPERIENCE:	Employer: Mur-Cor Construction 1776 Mission Rd., Kodiak, AK
Aug. 71 to Feb. 72	Duties: Clearing brush, digging trenches, pouring concrete, landscaping
June 68 to June 71	United States Coast Guard Medical Orderly-first aid
Jan. 66 to June 68	Aleutian Electric, 302 Shelikof Ave., Kodiak, Ak Duties: Delivering supplies to construction sites and checking invoices.
EDUCATION	Kodiak High School, Kodiak, Ak. Completed grade 9 in June 1963
	Carpentry Pre-Apprenticeship Course Seward Skills Center, Seward, AK. September 72 to March 73
EQUIPMENT I CAN OPERATE:	All carpenter's hand tools, cement mixer, power tools, utility vehicles.
HOBBIES AND INTERESTS	Music, sports, photography, reading
PERSONAL DATE	Age - 25 Birthdate - February 4, 1949 Marital Statue - Single Social Insurance Number - 708-342-238
REFERENCES	Mr. Derek Smith, Superintendent Mur-Cor Construction 5862 Cliffside Rd., Kodiak, AK 99615
	Mr. S.W. Rodgers 3323 W. 36th Anchorage, AK

#2. Read the hints on what kinds of information to include on pages 107-109 of Business English Essentials.

#3. Write a résumé for yourself. Make it look like the résumé in the book. Start by following the outline below, and make a rough draft. Then type your final copy if possible.

1. Your name, address and telephone (be sure to give a number where you can be reached during the day).

2. Work experience: List all jobes you have held. Month year (start with your most recent job) name of company, address, telephone
position (tile)
duties: (give detailed description of job)
reference: (name of supervisor, manager,etc.)
reason for leaving:

3. Related experience: list in short sentences. Include here any school activities, volunteer work or any hobbies that could be related to a job.

4. Equipment I can operate.

5. Education: Public school, upgrading trade courses, on the job training. State where the course was and when you took it.

6. Personal data: height, weight, health, marital status, birthdate

7. Hobbies: list on a few

8. References: list three work and/or character references with address and telephone number, or state that references will be available on request.

List any other information that you feel may be pertinent to the position that you are applying for. Try not to exceed one page in length. Check the following resumes to get an idea of what can be done.

¶4. You should always enclose a covering letter with your resume. This is similar to the letter of application you wrote in Topic C, but it does not need to be as detailed, since your background and experience are included in your resume. If you are applying for serveral jobs at the same time, you can use copies of the same résumé over and over, and simply put a different cover letter in each envelope. Look at the cover letter that follows, and read the explanation of each part on the next page.

SAMPLE COVER LETTER

410 Tenth Street East
Kodiak, Alaska 99615 (1)
November 9, 1973

Mr. John Reede
Personnel Manager
Reede's Electric (2)
Anchorage, AK. 99811

Dear Sir: (3)

Please consider my application for the job of electric repairman, advertised in Friday's Anchorage Times. I believe that my training and experience have prepared me to handle the job to your satisfaction. (4)

I am 30 years old, married and have two children. I completed my grade ten at the Kodiak High School in May of 1964. Since then I have taken a 32 week Electrical Construction course at the Kodiak Community College. For the past four years, I have been employed by Mr. J. Doe as a helper in his Repair-It-Right Electric Shop. I have also worked as a transit operator and a maintenance man. (5)

Enclosed you will find a complete job and personal résumé which includes references. (6)

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted by telephone at (Area Code 907) 486-3291. (7)

Sincerely yours,

Robert Smith

Robert Smith (8)

(1) RETURN ADDRESS AND DATE - Give your full mailing address and date you are writing the letter. The month is written full and not abbreviated.

(2) INSIDE ADDRESS - This is placed at the left margin but lower than the date. It includes:

a. The name of the person to whom you are writing (sometimes the name is not given).

b. The title or position of the person.

c. Name of the organization or business.

d. The full address.

Notice the punctuation of all parts.

(3) GREETING - The greeting should be the standard business address such as "Dear Sir:" or "Dear Madam:". In the case of applying where "Apply to the Manager" is advertised, "Dear Sir :" is the most appropriate. If no name or position is given and you have the name of the organization only, then direct your letter to the "The Manager:" in the inside address and as "Dear Sir:" in the greeting.

(4) THE POSITION APPLIED FOR - Give the name, number (if known) or description of the job as it appeared in the advertisement Also state where you learned of the job opening.

(5) QUALIFICATIONS - Give the important details of your qualifications particularly as they relate to the position you want. If you can, show that you have the qualifications asked for in the advertisement. This is the most important part of the letter. You want the employer to be interested in your qualifications so that he will want to know more about you.

(6) ENCLOSURES - State in a sentence or two what you are enclosing with the letter.

(7) REQUEST FOR AN INTERVIEW - Show that you wish to have a job interview and show that you can be available. State any times you are not available due to work, or other reasons.

(8) CLOSING - Include a complimentary closing such as "Sincerely yours" or "Yours truly", sign with your signature and type or print your name. The "encl." at the left means "enclosures" which indicates that you are sending something with the letter. In this case a résumé is enclosed.

#5. Get the want ad section of a newspaper, and choose a job that you'd like to apply for. Type a cover letter applying for that job to accompany the résumé you wrote in step #3. Put your cover letter and résumé in a correctly addressed envelope, and hand it in for your teacher to check.

AIRCRAFT MECHANIC

Openings for permanent full time help in Anchorage. A & P license required. Good benefits. No out of town assignments. Varied shifts available. Salary D.O.E.

Call Servair Inc.
at 243-3403
between 10am and 4pm

Help Wanted Skilled 114

Aggressive sales minded individual with heavy duty truck background to manage truck parts and service facility in Fairbanks area. Excellent opportunity for the right person to join a dynamic, rapidly growing company with multiple branch locations in Alaska and the Lower 48. Call 278-3256, ask for General Manager.

AK. CIVIL LIBERTIES UNION Part time executive director. Requires interest in civil liberties and social justice. Salaryna. Avg. 1. Write: 430 W. 4th, No. 1, Anch., AK or 344-4420, 279-2276.

Apprentice meat cutter, 40 hour week. Retail supermarket. Experienced only. 243-1913.

Auto Mechanic

Must be experienced and have own tools. Top pay and benefits. Contact Fred Young, Anchorage Chrysler service department, 2651 East 5th.

Automotive Service Writer This is a selling job. Must have automotive experience. Must be neat and presentable. Top pay and benefits. Contact Fred Young Anchorage Chrysler service department 2651 East 5th.

Baker wanted. Minimum 3 years experience. Apply in person at the Cakehouse Bakery, 601 E. Northern Lights.

Church music director to serve approx. 8 hours a week conducting choir and developing church music program. Amazing Grace Lutheran Church on O'Malley Rd. 344-4317, 349-1678

Community Enterprise Development Corporation, a private, non-profit corporation providing technical and financial assistance to low-income residents of rural Alaska, is currently accepting applications for the position of president. The president establishes and implements administrative policies and procedures, administers and directs all enterprise development and follow-up services related to rural economic development, and establishes and maintains working relationships with other relevant agencies and organizations.
Position requires a college degree in Public Administration, Business Administration or Finance. Work related experience in Human Resource or Business Development or investment work can be substituted on a year-to-year basis for college degree. Knowledge of investment management, methods, and policy required. Familiarity with local, state, and federal agencies; experience with Alaska Native Land Claims; and experience in cooperative economic development helpful. Must have administrative ability, experience and capability to assume financial responsibility. Salary DOE, plus liberal fringe benefits. Contact Lorne Davis or Linda Smith, 1011 E. Tudor Road, Anchorage, Alaska 99503, (907) 279-4551. Applications will be accepted through July 31, 1977. An Equal Opportunity Employer.

Help Wanted Skilled 114

Crowley Maritime Corp.
Accounts Receivable Clerk

Applicants should have 2 years exp., be familiar with 10-key calculator and be able to type 40 wpm. Excellent fringe benefits.

Please apply in person at:
3812 Spenard Rd.

Equal Opportunity Employer

alaska national bank of the north

DATA PROCESSING

COMPUTER OPERATOR - Prefer exp. with Burroughs 2700. Hrs. 3:30 a.m. to 7:30 a.m., salary depends on exp.

PROOF MACHINE OPERATOR - Previous exp. with single pocket machine required. Opportunity to cross train as computer operator and reconcilement clerk. Hrs. 4:00 to 12:30 p.m.

Apply Alaska National Bank
4th & E, Anchorage.

An Equal Opportunity Employer

STATE OF ALASKA

GEOLOGIST II

$1,042 per month in Juneau

Position is in the Alaska Department of Environmental Conservation and will be responsible for heavy metal analysis and development and improvement of analytical techniques. REQUIRES: Bachelor's degree in chemistry or biochemistry AND three years of professional chemistry experience. Substitution: Additional education/experience will substitute for the required experience/education. Highly desirable: Knowledge of inorganic and physical chemistry. Experience with atomic absorbtion analysis, and UV/VIS spectrophotometry, gas chromatography, or polargraphy. Computer programming is preferred.

Please contact immediately: Tamara Hungerford, Division of Personnel & Labor Relations, Pouch C, Juneau, Alaska 99811, Telephone 465-4432.

AN EQUAL OPPORTUNITY EMPLOYER

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TOPIC E : READING ASSIGNMENT

Your instructor will tell you which material you should use to complete this topic. You must use one of the sources below.

#1. SRA : Complete one color level. You can do this by scoring 80% or better on the comprehension and word sections of two cards in the color. You need not do the cards in numerical order. When you have completed all color levels, see your instructor for reassignment in another source.

or

High Intensity Learning System : Complete work assigned by instructor.

or

Thrust : Read "The Way Up " on page 46.
Take Check Test when you have finished reading. Your instructor will give to to you.

or

Focus : Read "Desertion" on page 402.
Take Check Test when you have finished reading. Your instructor will give it to you.

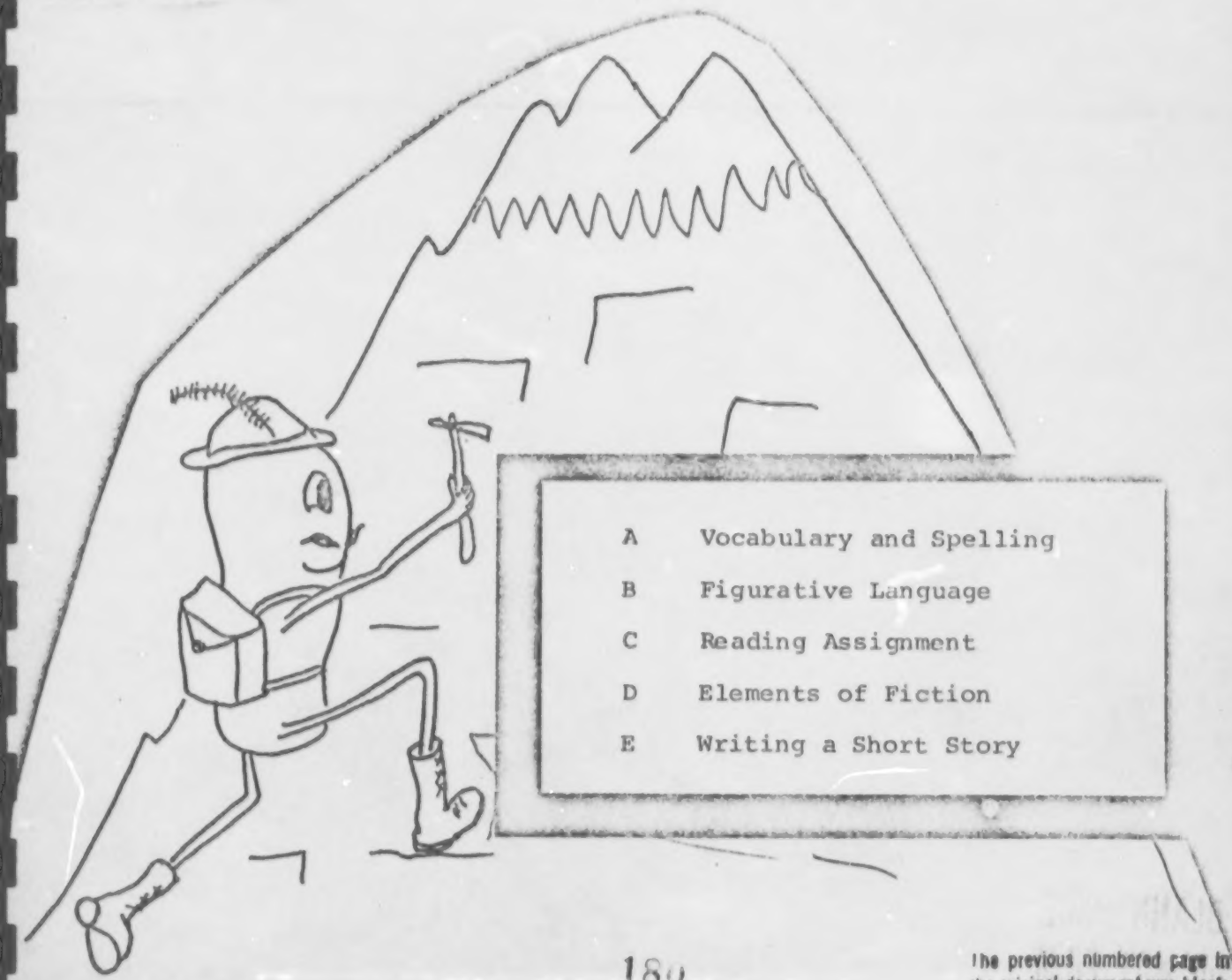
You are ready for the Unit 10 test if you have completed all the assigned work and can do the following:

A. Define and spell all 15 vocabulary words.
B. Fill in forms and order blanks correctly.
C. Write a job application letter, in proper form and fill in an application form.
D. Compose a résumé and suitable cover letter.

READY? OK, DO UNIT TEST 10 A.
NOT READY? DO MORE WORK FROM THE CHART THAT FOLLOWS.

TOPIC	SOURCE	PAGES
B: Applications and Cover Letters	Business English Essentials	104-107
	English Grammar and Composition, III	315-329

UNIT ELEVEN



A Vocabulary and Spelling

B Figurative Language

C Reading Assignment

D Elements of Fiction

E Writing a Short Story

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TOPIC A : VOCABULARY AND SPELLING

Below is the list of vocabulary words for this unit. You should learn the meaning and spelling of each word. This topic should be completed in two to three hours. The following are literary terms. Explain what these words mean when they refer to literature (stories, poems, etc.)

characterization	flashback	satire
climax	foreshadowing	setting
conflict	inference	symbol
dialogue	irony	theme
explosition	narrative	tone

#1. Write down each word and define it. If you don't know what a word means, use your dictionary. Keep your finished page in the vocabulary section of your notebook

#2. Prepare a "Scintillating Synonyms" worksheet for the words in this topic. If you've forgotten how to do this, look back at the directions in Unit 2 Topic A.

#3. Solve a "Scintillating Synonyms" worksheet prepared by someone else.

#4. Practice spelling the words from this topic.

#5. Give yourself a spelling test by recording the vocabulary and a sample sentence on a blank cassette tape. If you've forgotten how to do this, look back at the directions in Unit 2, Topic A. Continue to practice until you can get 90% of the words correct.

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TOPIC B : FIGURATIVE LANGUAGE

Words are writer's tools. As a writer you should be aware of the many ways words can be used to enhance your meaning. Your use of words creates the tone and mood of your writing. Figurative language stimulates the senses and emotions of the reader.

Read the paragraph below and note how each sense is appealed to through descriptive words.

> It was a beautiful, sunny fall day with a smoky haze in the air. The leaves of the trees were still green in some places. But already some leaves were turning yellow and red and brown. People were burning dead leaves. The wood-smoke rose in the still air. A soft breeze was blowing milkweed seeds across the fields. The white down was soft and fuzzy. All was quiet, except for a few birds chirping on the fences.

#1. Rewrite the following sentences to include descriptive language.

Example: The fish swam in the stream.
The silvery fish swam slowly in the clear stream.

1. Peter walked through the woods.
2. The birds sang in the trees.
3. The sun went down.
4. The darkness of the woods scared him.
5. He ran home.

Besides adding adjectives and adverbs to the sentences, you can incorporate other kinds of figurative language to add color in your sentences. Personification means giving human characteristics (thoughts, actions, feelings) to animals, objects, or ideas.

Example: The storm whipped the defenseless houses relentlessly.

#2. Take three of the objects listed below and write sentences in which they are personified.

1. a siren
2. a tree
3. a typewriter
4. a stream
5. a car

Alliteration is the repetition of the initial sounds of words to convey rhythm and mood.

Example: At dusk, the weary, wayward wanderers began looking for a place to sleep.

#3. For each of the nouns below, supply three adjectives that begin with the same sound.

1. tree
2. forest
3. river
4. book
5. stone

#4. Supply a verb for the nouns below which suits the person or thing and begins with the same sound.

1. breeze
2. flag
3. child
4. wind
5. student

#5. Write five descriptive sentences which include examples of alliteration.

Sometimes words sound like the thing they represent. This is called onomatopoeia.

Example: The bright cars zoomed, screeched, and squealed around the track.

#6. Write the words which are examples of onomatopoeia in these sentences.

1. A soft wind rustled through the trees.
2. The shady willows whispered a song.
3. The church bell bonged the hour.
4. Their dogs barked and howled at the confusion.
5. The ball point pen went click-click in his hand.

#7. Write at least one word that imitates the sound of the following things:

1. rain
2. a snake
3. a machine
4. a bell
5. money

Metaphor and simile are two kinds of figurative language that employ comparison between unlike things.

A metaphor says one thing is something else.
Example: My heart is a pounding drummer.

I am a cloud floating above earth.

A simile says one thing is like another.
Example: The students are as hungry as horses.

I feel like a floating cloud.

#8. Write a simile and metaphor for the words listed below.

1. a baby's cry
2. a man's walk
3. thunder
4. the ocean in a storm
5. happiness

When a metaphor or simile is overused, it becomes what is called a cliché. You probably know many. Can you fill in the blanks with clichés?

quiet as a _____
strong as a _____
white as a _____
clean as a _____

If you filled in the blanks with mouse, ox, sheet, and whistle, you know what a cliché is. Proverbs have a way of becoming clichés, e.g. "A bird in the hand is worth two in the bush."

Clichés in writing are a sign of laziness. It means you didn't try to express an idea in an original manner, but instead used words that have been used to express that same sentiment many times before. Be a creative writer and express ideas in your own words! Below are some clichés rewritten by Ambrose Bierce.

"A penny saved is a penny to squander."
"A bird in the hand is worth what it will bring."
"Think twice before you speak to a friend in need."
"Where there's a will there's a won't."

#9. Complete the following comparisons <u>without</u> using clichés.

1. As quiet as _____.
2. As clear as _____.
3. _____like a waterfall.
4. As slowly as _____.
5. A face as beautiful as _____.

TOPIC C : READING ASSIGNMENT

#1. You will read the short story, "The Soul of Caliban," in Focus, page 298. Take the Check Test.
(There is no choice of reading material for this topic.)

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Fiction is the result of the writer's imagination. The writer creates the plot, setting, and characterizations, and may include a theme as well. The theme is a motif that is woven throughout the story, e.g. love, courage, etc. You have probably read many short stories, so you have at least a partial understanding of what makes a story. Once you have tried to write your own story, you may have a new appreciation of the writer's craft.

A story should have a beginning, middle, and end. This is closely related to the plot.

Plot Structure

Exposition: introduction of characters, beginning of action. Gives setting and atmosphere.

Conflict : the problem or struggle. (internal or external)

Outcome : result of conflict.

Let's look at the story you read in Focus, "The Soul of Caliban." In the beginning of the story you are introduced to the characters and given a reason for the story to be written--to refute the idea that animals have no souls. (Note the importance of the title.) You are also told the setting of the story. The story is told by an impartial bystander, an "I" who heard French Louis' story. The story teller in this story is unrelated to the events that ocurr. This gives you the reader an unbiased point of view.

The middle of the story develops the problem--Caliban has a savage nature, although there is an element of tenderness in his nature as well. The conflict develops when his resentment of the baby is revealed and Leon's trust of the dog is destroyed.

The resolution of the conflict happens at the end of the story--Caliban is shot. However, the real discovery takes place after the shooting because Leon learned that Caliban had protected the child.

Characterizations

How are the characters in the story presented? The author must present some background for each character and relate each to the plot of the story.

Although the characters may be described physically, the motivation and internal workings of the character are most important. Why does each character act as s/he does? Throughout the story some characters are developed; that is, you learn more about them. Sometimes characters are symbols or stereotypes of people Characterizations are affected by the point of view. In this case, the point of view is that of an impartial observer. How would the story be different if Leon had written it?

Finally, the author must be selective in what is told about each character. Each part of the characterizations should contribute to the meaning of the story. Is it important to know that Amelie had red hair? No, and for that reason Amelie's physical description is not given. Is it important to know that Caliban had a savage nature? Indeed, it is a central idea of the story. Choose the facts that are most important for the reader to know.

Setting

The place and time of a story form the setting. The setting relates to the plot. The setting is more than a physical description of a place and time. There is also an emotional setting.

The relationships of characters to each other is revealed in the emotional setting. The dialogue of the characters often sets up the relationships. Sometimes the time and place of a story are assumed. In other cases, the time and place are essential components of the plot.

There are other devices that writers employ to create the total effect that a story has. A writer may use satire to parody people or events in real life and point out ridiculous behavior. Then again, the author may reveal few hard facts and leave all conclusions to the reader's inference. Foreshadowing may be used to prepare the way for an unexpected turn of events. The author may also go back in time, flashback, to aid the reader's understanding of the plot and/or characters.

TOPIC E : WRITING A SHORT STORY

The world is filled with stories waiting to be written. This is your chance to write one of them. It can be about anything.

#1. Choose a topic for a short story. The story should be between 1000 and 1500 words.

#2. Make a story plan. Jot down a few notes for your story.

--setting: where and when the events take place.
--characters: the persons involved.
--situation of main character
--action: what happens.

--climax: high point of story
--outcome: the ending.

#3. Choose a point of view. Will you write the story as if it happens to you? or someone else?

#4. Write a rough draft with a beginning, middle, and end. Keep in mind that you must capture your reader's attention at the beginning of the story. Look at the opening paragraphs of other stories for ideas. Use dialogue to reveal character.

#5. Proofread your draft. Correct all errors in grammar and spelling and make sure there is an easy transition from sentence to sentence. Give your story a title.

#6. Write final draft of short story and give to your instructor.

You are ready for the Unit 11 test if you have completed all the assigned work and can do the following:

A. Give the definition and spelling of each of the vocabulary words.

B. Identify and use figurative language (metaphor, simile, personification, alliteration, onomatopoeia).

C. Identify the elements of a short story (plot, setting, characterizations)

READY? OK. DO UNIT TEST 11 A.
NOT READY? DO MORE WORK FROM THE CHART THAT FOLLOWS.

TOPIC	SOURCE	PAGES
B: Figurative Language	English Grammar and Composition III	599-604
	Basic Reading Skills	101-105
	English Workshop Writing III (VMI Duplicating Masters)	215-217
D: Elements of Fiction	English Grammar and Composition III	330-343

Answer Key

UNIT 1

Topic E, #1 Maps - Kodiak

1. Existing and proposed roads on Kodiak Island.
2. About 17 miles.
3. Just over 90 miles.
4. Airplane or boat.

Topic E, #2 Map - Alaska

1. About 250 miles.
   Used the scale of miles.
2. Anchorage. Size of print.
3. Gives altitude of some
   specific peaks.
4. Shows high and low areas
   more clearly.
5. Capital city, Juneau.
6. Not room for them on the
   page.
7. Longitude west of Greenwich.

Topic E, # 3 Reading Bar Graphs

1. Superior
2. Nearly 1300 ft. deep.
3. Erie.
4. Just over 200 ft.
5. a. Superior
   b. Michigan
   c. Ontario
   d. Huron
   e. Erie

Topic E, #4 See your teacher

Topic E, #5 Reading Line Graphs

1. Sitka.
2. October.
3. 15 1/4 inches.
4. July, August.
5. Oct., May, Sept.
6. June, July, Aug.

UNIT 1

Topic E, #6 See your teacher.

Topic E, #7 Charts

1. Ketchikan.
2. January.
3. April.
4. Juneau, Ketchikan.
5. Wetter.
6. Homer.

Topic E, #8, #9 See your teacher.

Topic E, #10 Schedules

1. May 5, 12, 19, 26.
2. Thursday, May 20, 5:15 am.
3. Thursday, May 20, 8:00 am.
4. Sunday, May 23, 7:00 PM.
5. Monday, May 24, 9:25 am.

Answer Key

Unit 2

Topic B: Parts of Speech

#1. Read the sentences below. Find one word in each sentence that fits the part of speech called for in capital letters. Write the word on another paper. Answers are at the back of this book.

a. NOUN: The bird flies.

b. PRONOUN: It flies.

c. ADJECTIVE: The blue bird flies.

d. VERB: The blue bird flies.

e. ADVERB: The blue bird flies quickly.

f. PREPOSITION: The blue bird flies to its nest.

g. CONJUNCTION: The blue bird flies and sings.

h. INTERJECTION: Oh! The bird flies quickly!

Topic C: Capitalization

#1A: Copy the following sentences carefully, writing capital letters where needed.

1. Has mother spoken to your uncle about aunt jane?

2. Did i tell you that your mother has spoken to uncle robert about my aunt?

3. The foreman told mr. harris that he should see a doctor.

4. Early in the afternoon, miss jackson told her supervisor that she had an early appointment to see dr. bronstein.

Answer Key

Unit 2

Topic C: Capitalization

#1B: Copy the following sentences carefully, writing capital letters where needed.

1. Did father ask uncle george to invite your aunt?

2. His father asked my uncle to invite aunt agatha.

3. The head nurse told mr. brown that he should see dr. hampton.

4. She told mrs. watson that the doctor was out.

5. My mother and I shall be visiting aunt mary this afternoon.

6. The superintendent discussed the matter with miss peterson, the principal.

#2A: Copy the following sentences carefully, writing Capital letters where needed.

1. Sunshine Sketches of a Little Town is the title of a collection of short stories by Stephen Leacock, the famous Canadian author.

2. Many Jewish members of the community will be visiting relatives in Israel this summer.

3. My father and I will spend the Labor Day weekend with your aunt and uncle.

4. Last Monday, the manager announced that the store would be closed for repairs during March and part of April

5. Did you know that Frank's mother can speak English, Italian, and Greek?

6. He always spends part of the autumn and the entire winter at Uncle Charlie's ranch in Texas.

Answer Key

Unit 2

Topic C : Capitalization

#2B: Copy the following sentences carefully, writing capital letters where needed.

1. On thursday morning, mr. morgan, the superintendent, announced that he will be retiring next spring.

2. my uncle has just bought himself a copy of teach yourself french in thirty days, a book by dr. jules marchand.

3. a well-known american doctor operated on john's father.

4. the manager announced that the store will be closed on new year's day.

5. my aunt and i started studying spanish during the fall of 1971.

6. the letter notified aunt ethel that her next german lesson would be on wednesday, january 18.

#3A: Copy the following sentences carefully, writing capital letters where needed.

1. Does this river flow into the gulf of georgia?

2. Does the nass river flow into a lake?

3. She used to attend a high school in brandon.

4. After she had graduated from high school, joyce worked for a year at a bank in nelson.

5. He has an account at the bank of alaska, and his wife has an account at the first national bank of anchorage.

6. While they were in vancouver, british columbia, they stayed at the devonshire hotel.

7. While she was in france, she stayed at several expensive hotels.

8. If you need more information, write to the department of mines and natural resources.

Answer Key

Unit 2

Topic C: Capitalization

#3A.

9. If you are in Fairbanks during the Thanksgiving day holiday, we shall take you to Mt. McKinley National Park.

10. After they had sold their house at 212 Warner Avenue, Sacramento, California they moved to Los Angeles.

#3B: Copy the following sentences carefully, writing capital letters where needed.

1. My aunt and I stayed at the Hotel Fort Garry while we were in Chicago during our Christmas vacation.

2. From early in the summer until late in the autumn, Uncle Harry stayed with my mother and my father at their cottage near Bear Lake.

3. A small river runs through Aunt Angela's property on Vancouver Island.

4. Next spring, Mr. Wilson's nephew will be taking a course at Kodiak Community College.

5. He hopes to receive an answer from the Ohio Department of Education before the end of June.

6. If Jack could speak French, he would have a better chance of getting a job in this department.

7. Several Canadian journalists attended the game between Seattle and San Francisco at the King Dome Arena on Tuesday night.

8. In addition to their places of business on Portage Avenue and on Broadway, they now have a store in a new building on Smith Street.

9. He works at Eaton's during the day and attends classes at night school during the evening.

10. Before she was hired by Success Business College in Kansas City she had spent a year teaching at a junior high school in Indiana.

Answer Key

Unit 2

Topic C: Capitalization

#4A: Copy the following sentences carefully, writing capital letters where needed:

1. He sold his (f)ord station wagon and bought a (v)olkswagen bus.

2. She bought a bottle of (h)einz ketchup and a box of (o)ld (d)utch potato chips.

3. She was admiring the chrysanthemums in (d)r. (m)artin's front garden.

4. The (a)frican violet is one of the most popular house plants in (c)anada and the (u)nited (s)tates.

5. She cannot decide whether to buy a cocker spaniel, a dachshund, a (f)rench poodle, or a (g)erman shepherd.

6. He gave the cod to your mother and the sockeye salmon to (a)unt (s)ally.

7. He always parks his (h)onda motorcycle near the oak tree.

#4B: Copy the following sentences carefully, using capital letters where needed.

1. Your aunt and uncle particularly liked the (c)hinese forget-me-nots that they saw at (m)anning (p)ark.

2. Their next-door neighbor, who is the assistant manager of the local branch of the (b)ank of (a)rizona, always wears a (w)arren (k) (c)ook suit, an (a)rrow shirt, and (h)artt shoes.

3. Your mother said that (u)ncle (b)ill caught only one rainbow trout during his vacation in (c)olorado last summer.

Answer Key

Unit 2

Topic C : Capitalization

#4B.

4. The two apple trees and the honeysuckle bushes that (M)r. (G)ardine planted last (A)ugust did not survive the winter.

5. The manager of the (R)itz (H)otel told (M)r. (H)arrison that there are not any (N)orthern goldeye in this lake.

6. On (M)onday afternoon, someone left a carton of (P)eter (J)ackson cigarettes on the desk in (M)rs. (C)arter's office.

7. Did (I) show you and (H)arry my father's photographs of a black rhinoceros?

8. The (W)estinghouse refrigerator that (A)unt (B)etty bought in the string of 1969 is still running well.

9. Their daughter is in her second year at high school, and their son is taking a course in refrigeration at (K)uskokwim (C)ommunity (C)ollege.

#5: Copy the following sentences carefully, using capital letters where needed.

1. Last year (M)rs. (G)raham spent (T)hanksgiving (D)ay with her daughter-in-law in (Q)uebec.

2. Last spring, the principals of three (A)nchorage high schools drafted a letter to the (A)laska (D)epartment of (E)ducation.

3. On (T)hursday evening, your aunt and my mother went to a restaurant that is famous for its (U)krainian cooking.

4. She went to the store to buy a dozen (G)ranny (S)mith apples, a loaf of (T)oastmaster bread, and a jar of (R)obertson's marmalade.

5. He will spend the summer in (N)orway and fall in either (F)rance or (I)taly.

6. During the spring, (U)ncle (C)harlie spent many hours in (Y)ellowstone (N)ational (P)ark taking photographs of squirrels and chipmunks.

Answer Key

Unit 2

Topic C : Capitalization

#5.

7. The Congo, which flows into the Atlantic Ocean, is one of the most important rivers in Africa.

8. The assistant manager said that the next shipment of English and French novels would be arriving in July.

9. His wife works as a cocktail waitress in the lounge at the Westminster Hotel, and his sister is a nurse at Shaughnessey Hospital.

10. Someone from the library telephoned Dr. Dobson to notify him that his copy of East of Eden had arrived.

11. Several American dentists have attended the last few meetings held by Canadian Dental Health Association at 89 Wellington St., Toronto, Ontario.

12. Your uncle always receives birthday cards, Christmas presents, and Father's Day gifts from his children.

Answer Key

Unit 3

Topic B: Subjects and Predicates

Exercise #1A

1. subject: lawyer
   verb: arrived

2. subject: secretary
   verb: left

3. subject: driver
   verb: shook

4. subject: airplane
   verb: landed

5. subject: Mrs. Simpson
   verb: goes

Exercise #1B

1. subject: doctor
   verb: examined

2. subject: David
   verb: needs

3. subject: Karen
   verb: polishes

4. subject: she
   verb: opens

5. subject: parents
   verb: live

Exercise #2A

1. subject: brother
   verb: is

2. subject: people
   verb: were

3. subject: We
   verb: have

4. subject: They
   verb: are

5. subject: She
   verb: has

Exercise #2B

1. subject: He
   verb: is

2. subject: shirts
   verb: have

3. subject: man
   verb: entered

4. subject: It
   verb: was

5. subject: woman
   verb: are

Answer Key

Unit 3

Topic B: Subjects and Predicates

Exercise #3A

1. subject: children
   verb: were watching
2. subject: He
   verb: must have been thinking
3. subject: You
   verb: should have entered
4. subject: wife
   verb: had seen
5. subject: We
   verb: shall be driving

Exercise #3B

1. subject: Robertsons
   verb: are living
2. subject: students
   verb: may use
3. subject: Sandra
   verb: might be leaving
4. subject: She
   verb: could have been spendinc
5. subject: firm
   verb: could have done

Exercise #4A

1. subject: books, magazines
   verb: fell
2. subject: people, women, children
   verb: will get
3. subject: Janet, Jerry
   verb: are visiting
4. subject: She, I
   verb: would have accepted
5. subject: Sebastian, I
   verb: will be

Exercise #4B

1. subject: Mrs. Morgan, Miss Chevalier, Mr. Swan
   verb: gave
2. subject: cups, saucers
   verb: are
3. subject: Harry, Veronica, you
   verb: should have been waitir
4. subject: children
   verb: had been playing
5. subject: You, friend
   verb: were sitting

Answer Key

Unit 3

Topic B : Subjects and Predicates

Exercise #5A

1. subject: He-----verbs: walked; opened
2. subject: They-----verbs: have arrived; will be staying
3. subjects: dispenser, razor, bottles-----verb: were
4. subject: She-----verbs: must have risen; left
5. subject: We-----verbs: searched; found

Exercise #6A

1. subject: driver-----verb: apologized
2. subject: key-----verb: is
3. subject: odor-----verbs: pleases; irritates
4. subject: parcel-----verb: arrived
5. subject: employer-----verb: wrote
6. subject: winner-----verb: will receive
7. subject: men-----verb: are expecting
8. subject: members-----verb: have entered

Exercise #7A

1. subject: author-----verb: left
2. subject: doctor-----verb: will be performing
3. subject: someone-----verbs: entered; took
4. subject: he-----verb: could see
5. subject: earthquake-----verbs: destroyed; caused

Exercise #8

1. subject: he-----verb: Will be running
2. subject: books-----verb: are
3. subject: pineapples-----verb: were
4. subject: manager-----verb: Has cancelled
5. subjects: coat, gloves, scarf-----verb: are
6. subject: revolver-----verb: was
7. subject: accidents-----verb: have been
8. subjects: Mrs. Pepin, Miss Meredith-----verb: Have been working

Answer Key

Unit 3

Topic B: Subjects and Predicates

Exercise #9

1. subject: You (understood)-----verb: Stack
2. subject: he-----verb: Will be leaving
3. subject: You (understood)-----verb: offer
4. subject: You (understood)-----verb: Distribute
5. subject: You (understood)-----verb: remove

Topic C : Complete Sentences and Fragments

Exercise #1

1.	sentence	6.	fragment	11.	fragment
2.	fragment	7.	sentence	12.	sentence
3.	fragment	8.	sentence	13.	fragment
4.	sentence	9.	fragment	14.	sentence
5.	fragment	10.	fragment	15.	fragment

Exercise #2

1.	fragment	6.	fragment	11.	sentence
2.	sentence	7.	sentence	12.	fragment
3.	fragment	8.	fragment	13.	fragment
4.	sentence	9.	fragment	14.	sentence
5.	fragment	10.	sentence	15.	fragment

Exercise #3

1.	fragment	6.	fragment	11.	sentence
2.	fragment	7.	fragment	12.	sentence
3.	sentence	8.	sentence	13.	fragment
4.	fragment	9.	fragment	14.	sentence
5.	sentence	10.	fragment	15.	fragment

Answer Key

Unit 3

Topic D: Run-on Sentences

#3.
1. complete
2. fragment
3. run-on
4. run-on
5. complete
6. run-on
7. fragment
8. complete
9. cpmplete
10. run-on
11. complete
12. complete
13. fragment
14. run-on
15. complete
16. fragment
17. complete
18. fragment
19. run-on
20. fragment
21. fragment
22. complete
23. run-on
24. complete

Answer Key

Unit 4
Topic B : Plurals, possessives and contractions

#4. Show your understanding of these spelling rules by copying and completing the following table in your notebook.

SINGULAR	SINGULAR POSSESSIVE	PLURAL	PLURAL POSSESSIVE
flower	flower's vase	flowers	flowers' vase
boy	boy's house	boys	boys' houses
box	box's top	boxes	boxes' tops
baby	baby's bottle	babies	babies' bottles
radio	radio's dial	radios	radios' dials
calf	calf's mother	calves	calves' mother
child	child's hats	children	children's hats
teacher	teacher's pencils	teachers	teachers' pencils
hotel	hotel's key	hotels	hotels' keys
monkey	monkey's banana	monkeys	monkeys' bananas
mother-in-law	mother-in-law's pen	mothers-in-law	mothers-in-law's pens
deer	deer's horns	deer	deer's horns

#5. Rewrite this paragraph, adding: capital letters
end punctuation
apostrophes

Have you ever taken the ferry from Whittier to Valdez? It's a trip that's sure to excite a tourist's couriosity. The ferries go into Prince William Sound so passengers can see Columbia Glacier. A toot on the ship's horn loosens huge chunks of ice that become icebergs. If you're lucky you'll get to see seals napping on the icebergs.

Answer Key

Unit 4

Topic C: Pronouns

Exercise 1

1. me 2. I 3. her 4. she 5. us
6. we 7. him 8. he 9. them 10. they

Exercise 2 - see Basic English Review

Exercise 3

1. which 2. whom 3. that 4. who 5. which 5. that

Exercise 4 - see Basic English Review

Exercise 5

1. mine 2. your 3. her 4. ours 5. their 6. theirs
7. her 8. our 9. whose 10. mine 11. your 12. its

Exercise 6 - see English 2200

Answer Key

Unit 5

Topic C: Quotation Marks

#3.

1. She says that she is going home at 2 o'clock.
2. "Okay," he said, "I'll be there on Friday."
3. "Did you speak to him?" she asked.
4. She wrote in her diary, "Nothing worth noting happened today."
5. My neighbour yelled through the apartment wall, "Turn down your stereo!"
6. "Hurry up or we'll miss the bus," she said to her brother.
7. "Here I sit," he grumbled, "while she is out having a good time."
8. He said that considering the circumstances he was happy with his results.
9. The politician said, "No comment."
10. "If you go to the store," Mary said, "please get me a loaf of bread."
11. Work through part 1, "Review of Lanaguage Structure," in Business English Essentials.
12. "I am sick of Refresher Mathematics," he complained.

Answer Key

Unit 6

Topic B: Simple, Compound, and Complex Sentences

#1. Use Method 1 (comma, conjunction) to join sentences 1,2, and 3 below.
Use Method 2 (semicolon) to join sentence 4 below.

1. Your niece can go the the movies with my wife, or she can stay at home with me.

2. The youngest member of the team caught his left skate in the net, and he fell on his face.

3. One of the men had asked for a raise in pay, but he did not receive more money on his next check.

4. The buccaneers of old couldn't enter certain ports; the police would have placed them in irons.

#2. Put commas in these sentences where they are needed.

1. As you have probably heard, Billy and Gary came to the party.

2. While she was shopping at Kraft's, Jeannie met Luba.

3. The two snakes stopped and remained absolutely still when they were six feet apart. no commas

4. The vote was taken after Walter left the room. no comma

5. Until they moved to Fairbanks, they knew nothing about really cold weather.

6. You still need a life preserver even if you can swim. no comma

7. Since the plane will remain in the hanger until three o'clock, the ground crew can complete the necessary repairs.

8. After she finished her work, Laurie Ann left the school.

9. Roberta hurt her ankle while she was running for the bus. no comma

Answer Key

Unit 6

Topic B: Simple, Compound and Complex Sentences

#3. Copy each sentence below in your notebook. Write S above each subject, V above each verb, and underline each clause. Label each clause independent or dependent. Add up the number of subject-verb sets (watch out for compound subjects or verbs!), the number of independent clauses, and the number of dependent clauses, and then use the chart on the page before to label each sentence simple, compound, or complex.

S V
1. Karen danced at the party.
independent

1 subject-verb set, 1 independent clause = simple sentence.

S + S V
2. Karen and Florence danced at the party.
independent

1 subject-verb set (compound subject), 1 independent clause = simple sentence.

S V + V
3. They danced and sang at the party.
independent

1 subject-verb set (compound verb), 1 independent clause = simple sentence.

S V S V
4. They danced and they sang at the party.
independent independent

2 subject-verb sets, 2 independent clauses = compound sentence.

S V S V
5. After they danced, they sang at the party.
dependent independent

2 subject-verb sets, 1 dependent clause, 1 independent clause = complex sentence.

Answer Key

Unit 6

Topic C: Subject-Predicate Agreement

Exercise #1

1. is 2. have 3. were 4. has 5. are 6. were 7. have
8. were

Exercise #2

1. play 2. makes 3. like 4. go 5. enjoys 6. make

Exercise #3

1. go 2. locks 3. were 4. looks 5. visit 6. are 7. is
8. spend 9. drives 10. smoke

Exercise #4

1. is 2. needs 3. was 4. writes 5. have 6. was 7. has
8. goes 9. receive 10. agree

Exercise #5

1. goes 2. was 3. gives 4. is 5. needs 6. has 7. is
8. sweeps

Exercise #6

1. (was) were 2. correct 3. (works) work 4. (is) are
5. correct 6. (make) makes 7. correct 8. (deliver) delivers
9. (works) work 10. (has) have 11. (were) was 12. (are) is
13. correct 14. (are) is 15. (goes) go 16. correct

Exercise #7

1. are 2. are 3. is 4. are 5. are 6. is 7. are 8. are

Exercise #8

1. have 2. Has 3. Have 4. Has 5. Have

Exercise #9

1. doesn't 2. Don't 3. doesn't 4. Doesn't 5. don't 6. doesn't

Exercise #10

1. (are) is 2. correct 3. correct 4. (Is) Are 5. (was) were
6. correct 7. correct 8. (Has) Have 9. (were) was 10. (is) are
11. (have) has 12. correct 13. (walks) walk 14. correct 15. correct

Exercise #11

1. is 2. have 3. tastes 4. likes 5. are
6. are 7. pays 8. are 9. was 10. are

Answer Key

Unit 7

Topic C: Paragraph Development

#1
1. I like going out to a Chinese restaurant.
2. Riding a bicycle in the rain can be very unpleasant.
3. Joan of Arc, who could neither read nor write, was a French national heroine.

#4 Possible Answers

1. The Tokyo subway service, which is used by more than four million people daily, is the world's most crowded railroad system. In fact, the system is so crowded that passengers must be squeezed into railway cars by special station men who are hired by Japanese National Railways for this purpose.

2. Georges Simenon, who was born in Belgium in 1903, is a famous novelist and writer of detective stories. Although he is best known for his Inspector Maigret series, his more serious novels are also widely read. Simenon has published more than 180 books, and many of them have been translated into more than thirty languages. Among his well-known books are The Man Who Watched Trains Go By , Lost Moorings, The Little Saint, The Murderer, Poisoned Relations, and The Bells of Bicetre.

3. With little work, a temporary outdoor steam bath can be cheaply constructed from few materials. First, draw a large circle on the ground and set a number of thin poles into the ground around the circumference of this circle. Then bend the tops of the poles together, tying them so that they will form the frame for a curved teepee. Next, cover this frame with plastic or canvas. Finally, place a bucket of very hot rocks in the center of the teepee, pour cold water over the rocks, and then bathe in the clouds of steam that will result.

4. The panning method can be used to obtain gold dust that is contained in many Canadian streams and rivers. First, obtain a prospector's black metal pan and then find a stream or a river that flows over rocks and contains deposits of black sand. Such sand, which sometimes contains gold, is often found in the crevices of rocks. Next, dig out the black sand with a spoon, place it in the pan, and gradually wash off the sand by rotating the pan in shallow water. Because it is heavier than sand, any gold will be found at the bottom of the pan, where it will show up against the darker metal.

#5 Teacher Judgement

Answer Key

Unit 11

Topic B: Figurative Language

The answers listed below are possible answers. If you are not sure that your work is correct, see your instructor.

#1
1. Peter walked slowly through the quiet woods.
2. The small birds sang cheerfully high in the spruce trees.
3. The golden sun sank slowly beneath the horizon.
4. The eerie darkness of the damp woods frightened him.
5. He raced to the warmth of home.

#2
1. The ambulance's siren mournfully announced the seriousness of its errand.
2. The willow tree murmured messages to the wind.
3. The typewriter dutifully pounded out the letter.
4. The stream skipped merrily down the mountain.
5. The car shuttered and wheezed as it came to a stop.

#3
1. tall, twisted, tremendous
2. fine, fertile, frightful
3. rapid, roving, rumbling
4. bland, black, blunt
5. smooth, shaped, shattered

#4
1. breathed
2. flapped
3. chattered
4. whistled
5. stated

#5
1. The bold bandit barked belligerently at his captives.
2. The clever clerk cause the chief to be captured.
3. The simmering stew sent up strong, spicy smells from the stove.
4. Serenely, the swans slid silently onto the sunlit pool.
5. The wagons wound warily along the mountain trail.

#6
1. rustled
2. whispered
3. bonged
4. barked, howled
5. click-click

#7
1. pitter-patter
2. slither, hiss
3. whirr, rattle, clunk
4. ding, dong, bong
5. jingle, crackle

Answer Key

Unit 11

Topic C: Figurative Language

#8 Possible Answers

1. ...is like a wailing siren. (simile)
   ...is a wailing siren. (metaphor)
2. ...is like a lumbering bear. (simile)
   ...is a lumbering bear. (metaphor)
3. ...sounds like a bowling ball rolling down an alley. (simile)
   ...is a bowling ball rolling down an alley. (metaphor)
4. ...looks like a whipped meringue. (simile)
   ...is a whipped meringue. Metaphor)
5. ...is like the warmth of the midday sun. (simile)
   ...is the warmth of the midday sun. (metaphor)

#9 Possible Answers

1. a petal falling from a rose.
2. as a newly washed window.
3. Crying
4. time passes in the dentist's chair.
5. the rising sun.